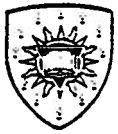


Concordia
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**Task Force on Lesbian & Gay Life
at Concordia**

**Report to
Concordia Council on Student Life**

March 1994



Concordia

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March 7, 1994

Dr. Donald L. Boisvert
Associate Vice-Rector, Services (Student Life)
Chair, Concordia Council on Student Life

Dear Dr. Boisvert:

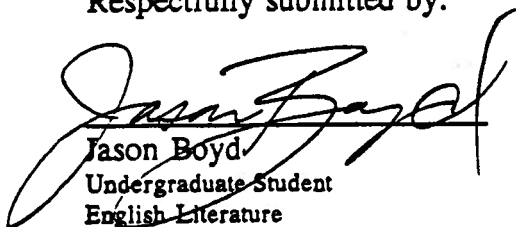
The members of the Task Force on Lesbian & Gay Life at Concordia are pleased to submit their final report and recommendations.


As mandated by the Concordia Council on Student Life (CCSL), the Task Force sought *"to investigate and define the issues facing Lesbians and Gays in their academic, social and cultural life at the University, and make recommendations for appropriate action and further study where required."* While understanding the range and depth of the mandate and our interest in providing a report within a restricted period, the Task Force acknowledges the limitations of this report and emphasizes the need for further study and action. Our findings clearly show, however, that Concordia has provided leadership in advancing gay and lesbian rights as well as Gay and Lesbian Studies. Our findings also confirm the legitimacy and need for ongoing study in this area.


Throughout its deliberations the Task Force met with cooperation and respect from members of the University. We were encouraged by the positive endorsement of the need for this exercise, and by the Concordia community's desire to see this University become an institution free from discrimination and prejudice. We were further encouraged by our own evolution: each of us has acknowledged a personal growth and increased understanding of the needs and situations of lesbian, gay, bisexual and heterosexual members of our university. There were many hours of intense and painful debate, as well as times of gaiety and camaraderie.

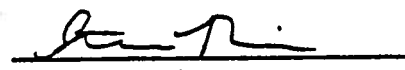
We sincerely hope this report will be shared with the community at large and used as a foundation for the work still to be accomplished.

Respectfully submitted by:



Jason Boyd
Undergraduate Student
English Literature

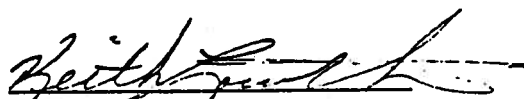

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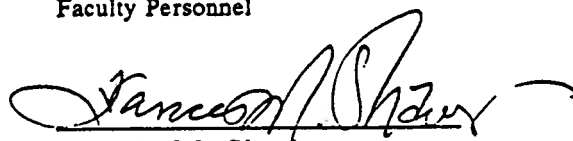

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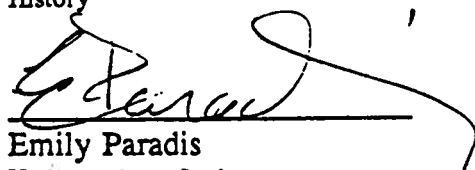

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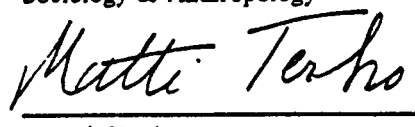

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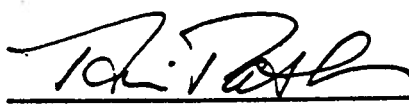

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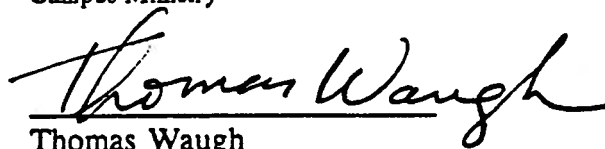

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SUMMARY REPORT

CONCORDIA COUNCIL ON STUDENT LIFE TASK FORCE ON LESBIAN AND GAY LIFE AT CONCORDIA

MARCH 1994

History, Mandate and Membership of the Task Force

In its Mission Statement and Statement of Governing Principles, Concordia University has made a clear pledge both to provide an environment free of harassment and discrimination, and to foster the appreciation of diversity within the university community. In undertaking to investigate the particular issues facing members of sexual minorities in the university setting, Concordia is demonstrating leadership in a growing trend to make North American institutions of higher learning aware of and more responsive to the needs and concerns of all their members, including those who are lesbian, gay or bisexual.

Given Concordia's history and the extensive participation of its members in the social development of the gay and lesbian community in Montreal, it is not surprising that this context helped to shape the evolution of student and academic life at Concordia. Since the early 1970s — when Concordia became home to one of the first lesbian and gay student organizations in Canada — various university groups have provided political and cultural leadership in this area as well as social and educational resources.

Concordia's initiatives on behalf of members of sexual minorities have recently been extended to administrative services in two particular areas. A spousal benefits package was extended to same sex partners; and Concordia drew up a university HIV/AIDS policy which provides for the protection and support of people with HIV or AIDS.

In keeping with these developments the Concordia Council on Student Life (CCSL) passed a motion on March 27th, 1992, to establish a task force on lesbian and gay life at Concordia. The mandate was to *"investigate and define the issues facing lesbians and gays in their academic, social, and cultural life at the*

Task Force on Lesbian and Gay Life at Concordia

university, [and] make recommendations for appropriate action and further study where required". In recognition of the fact that members of sexual minorities constitute an integral part of the University community, the task force was structured to include twelve students, staff and members of the faculty who are lesbian, gay, bisexual, and heterosexual. This brought a variety of perspectives to the Task Force deliberations.

Methodology

The mandate of the Task Force excluded the examination of curriculum issues. It directed us to concentrate on non-curricular areas such as Student Services, Administrative Services, Student Government and Employee Unions and Associations. In spite of this limitation, both students and faculty repeatedly drew our attention to the absence of formal courses in Lesbian and Gay Studies and urged us to make recommendations that would help to rectify this situation.

The Task Force employed six main data-gathering activities in its deliberations:

- Interviews and informal consultations with representatives of selected departments, services and associations;
- An Open Hearing allowing members of the community to express their concerns;
- A call for written submissions from departments, associations, and individuals who wished to address the mandate of the Task Force;
- The "Questionnaire on Needs and Attitudes Concerning Lesbian and Gay Life at Concordia";
- Extended discussions drawing on the perspectives and experiences of members of the Task Force;
- Extended research and contact with other institutions.

In order to open the consultation process as widely as possible, ads were placed in the student and administration media calling for written submissions from departments, services, associations and individuals who wished to address themselves to the mandate of the Task Force. This strategy served to ensure that those either unable to attend the open hearing or more comfortable delivering their views in the form of a written statement would have the opportunity to voice their concerns. The most important source of information concerning the awareness of and responsiveness to the needs and concerns of gay, lesbian and bisexual people at Concordia proved to be the formal interviews held with

Task Force on Lesbian and Gay Life at Concordia

representatives of departments, services and associations.

Summary of Findings

- Examination of University policies, procedures and literature reveals that little effort has been made to assure lesbian, gay and bisexual individuals that they are included and actively supported.
- The ignorance of the particular needs and concerns of lesbian, gay and bisexual people indicates a strong need for education and sensitivity training for all University members.
- Considerable confusion exists among members of the University community about whether sexual orientation is a private or public matter, resulting in a common misperception that implementing equality is tantamount to giving "special rights" to gay, lesbian and bisexual people.
- The hearings, interviews and questionnaire results indicate a strong need for services that meet the particular requirements of lesbian, gay and bisexual people.
- Many respondents, particularly students, noted the absence of gay, lesbian and bisexual content from the existing curriculum, and encouraged the Task Force to recommend both the integration of existing scholarship by and on sexual minorities into the curriculum and the development of an autonomous Lesbian and Gay Studies programme.

Although the Task Force respected the limitations and time constraints of its mandate and has presented its report within its parameters, we sincerely believe that it sets the foundation for further investigations.

Our Plan of Action provides specific recommendations to accelerate and reinforce the reputation of the university as a tolerant, open-minded and safe place for all its members.

By monitoring the progress of our recommendations, most particularly the creation of a Task Force to examine curriculum issues, Concordia will continue to provide opportunities for learning in a spirit of open enquiry. The provision of such an environment is the responsibility of the entire University community.

Ann Kerby, Chair

Task Force on Lesbian and Gay Life at Concordia

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**Concordia Council on Student Life
Task Force on Lesbian & Gay Life at Concordia**

1. INTRODUCTION

1.1 History, Mandate and Membership of the Task Force

In its Mission Statement and Statement of Governing Principles, Concordia University has made a clear pledge both to provide an environment free of harassment and discrimination, and to foster the appreciation of diversity within the University community. In undertaking to investigate the particular issues facing members of sexual minorities in the university setting, Concordia is demonstrating leadership in a growing trend to make North American institutions of higher learning aware of and more responsive to the needs and concerns of all their members, including sexual minorities. Investigations at Ryerson Polytechnic University, University of Toronto and the University of Oregon, among others, have recently challenged the widespread perception of the university as a tolerant, open-minded and safe place for all its members by revealing the ways in which prejudice directed toward lesbian, gay, and bisexual students, faculty or staff on North American campuses closely parallels behaviours and attitudes pervading the larger society. Documented instances range from outright physical violence and overt harassment to more subtle forms of emotional intimidation and covert discrimination.¹

Such an environment, these investigations have concluded, can hardly claim to foster equality, learning, and a spirit of open enquiry. At the same time, they observe that the provision of an environment conducive to work and study is surely a responsibility of the entire University community.

The local context of Concordia's immediate environs, however, has also provided an important impetus to the establishment of a task force on lesbian and gay life in the University. Until recently, Montreal's "gay village" stretched between Peel and Guy

¹ University of Toronto, Committee on Homophobia, Canadian Campus Survey Report; also University of Oregon - Task Force on Lesbian and Gay Concerns: Creating Safety, Valuing Diversity: Lesbians and Gay Men in the University, A Report to the President of the University of Oregon, and The Chronicle of Higher Education, "Openly Gay Students Face Harassment and Physical Assaults on Some Campuses".

Task Force on Lesbian and Gay Life at Concordia

Streets, thus locating Concordia and one of its founding institutions, Sir George Williams University, at the heart of the city's gay and lesbian social and cultural networks. In fact, gay and lesbian bars were formerly housed in facilities that are now home to the Liberal Arts College and Simone de Beauvoir Institute. Lesbian and gay activism has often been concentrated in the immediate vicinity of the downtown campus, with Concordia students, faculty, and staff participating in marches, rallies, parades, and demonstrations. For instance, at the back door of the Norris Building occurred the 1977 Truxx bar raid, one of the greatest violations of civil liberties in Quebec history, in which 148 gay men were arrested and charged as "found-ins" under bawdy-house laws which legislated against any place existing "for the practice of acts of indecency."² In the early 1990s, the streets around the downtown campus became the site of demonstrations in the wake of a police raid on a lesbian and gay party and incidents of police brutality directed at subsequent peaceful protests. These events re-energized the Montreal lesbian and gay community and resulted in the founding of Lesbians and Gays Against Violence.³

Given the extensive participation of members of the University community in these developments, it is not surprising that this context helped to shape the evolution of student and academic life at Concordia. In the early 1970s Concordia became home to one of the first lesbian and gay student organizations in Canada and, since that time, groups such as the Gay Friends of Concordia (now the Queer Collective) and the Lesbian Studies Coalition have provided political and cultural leadership, as well as social and educational resources, to members of the University community. Lesbian and gay students have a lengthy tradition of providing leadership in student government and in the student media. In the 1970s, some Concordia faculty pioneered in the new fields of Lesbian and Gay Studies, and Concordia became the first university in Canada to offer a Gay Studies course, "Sexual Orientation and Representation." In 1990, the lobbying of the Lesbian Studies Coalition prompted the Simone de Beauvoir Institute to offer the first credit course in Canada on Lesbian Studies, "Lesbians in Society." Most recently, in November 1992, Concordia co-hosted "La Ville en Rose," the first Quebec Lesbian and Gay Studies conference, an international gathering of over 700 scholars, researchers and community leaders. The sessions demonstrated the broad scope of this new scholarship, featuring research presentations and panels on the representation of gay and lesbian people in popular culture, the productions of gay and lesbian writers and film-makers, the history of gay and lesbian media and activism, the impact of the AIDS crisis, and theorized sexuality from a variety of historical and cross-cultural perspectives.

² Gary Kinsman, *The Regulation of Desire: Sexuality in Canada*. (Montreal: Black Rose Books, 1987), p. 206.

³ See Ann McLaughlin, "Nine people arrested after partygoers clash with police," *The Gazette (Montreal)*, 22 July 1990, p. A3, and Tara Patel, "Marchers protest police violence," *The Gazette (Montreal)*, 30 July 1990, p. A3.

Concordia's initiatives on behalf of members of sexual minorities have not been limited to the arenas of student and academic life but have extended to administrative services. A spousal benefits package obtained in 1991 entitles same-sex partners of Concordia faculty and staff to the same medical and insurance benefits received by heterosexuals who are legally married or living in common-law relationships. Concordia has pioneered in drawing up a University HIV/AIDS policy which provides for the protection and support of people with HIV or AIDS⁴. In addition, a Peer Health Educators Programme within Health Services has been initiated involving students educating students about safer sex and AIDS issues. Concordia has also set in place a structure that draws upon the resources available on campus as well as connecting directly to the larger Montreal AIDS network. Most recently, and in keeping with these developments, the Concordia Council on Student Life established a task force on lesbian and gay life at Concordia to "bring to the forefront the need to combat discrimination against, and examine the place of, lesbians and gays within the setting of the Concordia community."⁵

The Concordia Council on Student Life (CCSL) is the highest non-academic advisory committee in the University making recommendations regarding the quality of student life. It derives its authority from the University Board of Governors, and reports directly to the Board through the Rector. On March 27th, 1992, the CCSL passed a motion to establish the Task Force on Lesbian and Gay Life at Concordia with a mandate to "investigate and define the issues facing lesbians and gays in their academic, social, and cultural life at the university, [and] make recommendations for

⁴ The global HIV/AIDS pandemic, now in its fifteenth year, has had a particularly devastating impact on the lives of gay and bisexual men, here at Concordia as across Canada and worldwide. Though the demographics of North America's AIDS epidemic are rapidly changing (young women infected through heterosexual intercourse are the fastest-growing group of people having AIDS, for example), the majority of people having AIDS in Montreal are still gay and bisexual men. While witnessing the deaths of lovers and friends and the decimation of their communities, gay and bisexual men have also been forced to defend themselves against homophobic responses to the epidemic. These responses have included a renewed association of homosexuality with sickness; the blaming of bisexual men for being "vectors of transmission" of HIV into an otherwise "safe" heterosexual community; and discrimination against gay and bisexual men in the workplace and at school, due to the erroneous belief that casual contact with them could lead to infection with HIV. Both because of the grievous toll AIDS is taking on the lives of gay and bisexual men, and because of the homophobia often associated with institutional responses to HIV/AIDS, the quality of AIDS services available at Concordia is a vital aspect of the overall quality of gay life at this university. It is not only necessary that Concordia respond to the HIV/AIDS epidemic through education, services, and policy; it is also important that these responses be gay-positive and anti-homophobic. In light of this, the Task Force has chosen to include mention of Concordia's AIDS-related services in its evaluation of service to gays, lesbians and bisexuals, even though these services are by no means limited to the needs of sexual minorities.

⁵ Motion to establish Task Force on Lesbian and Gay Life at Concordia University, CCSL Meeting, March 27, 1992.

Task Force on Lesbian and Gay Life at Concordia

appropriate action and further study where required."⁶ Between November 1992 and February 1994, the twelve students, faculty, and staff members who make up the task force met frequently to determine the issues facing members of sexual minorities at Concordia, to identify their particular concerns and needs, and to explore and recommend appropriate measures. In recognition of the fact that members of sexual minorities constitute an integral part of the University community, the Task Force was structured to include members who are lesbian, gay, and bisexual, as well as heterosexual, thus bringing a variety of perspectives to the task force deliberations.

The following constitute the Task Force on Lesbian and Gay Life at Concordia:

<i>Jason Boyd</i>	<i>Undergraduate Student, English Literature</i>
<i>Angela Ghadban,</i>	
<i>Recording Secretary</i>	<i>Assistant to the Director of Advocacy</i>
<i>Ann Kerby, Chair</i>	<i>Director, Advocacy and Support Services</i>
<i>Keith Lowther</i>	<i>Graduate Student, History</i>
<i>Emily Paradis</i>	<i>Undergraduate Student, Applied Social Science</i>
<i>Tamara Patkau</i>	<i>Undergraduate Student, Cinema</i>
<i>Diana Pedersen</i>	<i>Assistant Professor, History</i>
<i>Steven Purvis</i>	<i>Graduate Student, Media Studies</i>
<i>Pat Rae</i>	<i>Director of Faculty Personnel</i>
<i>Frances Shaver</i>	<i>Assistant Professor, Sociology & Anthropology</i>
<i>Matti Terho</i>	<i>Chaplain, Campus Ministry</i>
<i>Thomas Waugh</i>	<i>Associate Professor, Cinema</i>

1.2 Methodology

Given its limited mandate, which did not include examining the curriculum at Concordia, the Task Force elected to concentrate on non-curricular areas such as Student Services, Administrative Services, Student Government, and Employee Unions and Associations, in keeping with both the mission of Student Services and the mandate of CCSL. The restricted time-frame did not permit systematic investigation of all University departments and associations, necessitating a subjective selection based on the collective knowledge of members of the Task Force. The result, also in keeping with CCSL's mandate, was an emphasis on matters of direct concern to the welfare of students, but considerable attention was also paid to Administrative Services and, to a lesser extent, to matters pertaining to academic life. Some

⁶ Ibid.

departments and associations, the Task Force discovered, already have an established record of responsiveness to the needs and concerns of gay, lesbian and bisexual individuals at Concordia. This report duly notes and commends such efforts and, where services are clearly lacking, recommends ways in which awareness might be enhanced and services improved.

The Task Force makes no claims that its methodology was either comprehensive or scientific — any such undertaking would have required more resources and a considerably longer mandate. Under the circumstances, the Task Force adopted an approach that should be seen as a first step in a much longer process of ensuring that members of sexual minorities are visible and respected within the University community. Six main data-gathering activities guided the Task Force in its deliberations during the past year:

- *Interviews and informal consultations with representatives of selected departments, services and associations;*
- *An Open Hearing allowing members of the community to express their concerns;*
- *A call for written submissions from departments, associations, and individuals who wished to address the mandate of the Task Force;*
- *The "Questionnaire on Needs and Attitudes Concerning Lesbian and Gay Life at Concordia";*
- *Extended discussions drawing on the perspectives and experiences of members of the Task Force;*
- *External research and contact with other institutions.*

The most important source of information concerning the awareness of and responsiveness to the needs and concerns of gay, lesbian and bisexual people at Concordia has been the formal interviews held with representatives of departments, services, and associations. These interviews were intended to enlighten the Task Force about current practices at Concordia and from them we gathered much valuable information that was instrumental in formulating our recommendations. The formal interviews were supplemented with informal consultations with committee chairs, individual faculty members, policy makers such as the Employment Equity Officer and Ombudsperson, and other individuals working in the areas of discrimination and conflict resolution.

On April 1st, 1993, an open hearing was held at the DeSève Cinema in the J.W. McConnell Building where members of the Task Force engaged in an extended discussion with an audience composed of students, faculty, and staff representing all sexual orientations. The issues raised by members of the audience included hiring practices that discriminated against lesbian and gay faculty, the need for a Lesbian

Task Force on Lesbian and Gay Life at Concordia

and Gay Studies programme, the difficulties faced by instructors and students wishing to raise lesbian and gay subjects in the classroom, and the fear that the investigations of the Task Force might generate a backlash reaction that would have negative consequences for openly gay or lesbian staff.

In order to open the consultation process as widely as possible, ads were placed in the student and administration media calling for written submissions from departments, services, associations and individuals who wished to address themselves to the mandate of the Task Force. This strategy served to ensure that those either unable to attend the open hearing or more comfortable delivering their views in the form of a written statement would have the opportunity to voice their concerns. Although the number of submissions received by the Task Force was very small compared with the number of interviews and completed questionnaires, lengthy responses came from students, faculty and staff, providing important information that the Task Force was not able to obtain from other sources.

In the fall of 1992, the Task Force developed the "Questionnaire on Needs and Attitudes Concerning Lesbian, Gay and Bisexual Life at Concordia." The questionnaire was in no way intended to produce a scientific assessment or comprehensive overview of the situation at Concordia. Instead, it was intended primarily to provide information that would assist the Task Force in forming its recommendations and, just as importantly, to generate discussion of lesbian and gay issues among members of the University community. A preliminary version of the questionnaire was piloted in several classrooms in early January 1993, and appropriate revisions were made in light of the feedback received. The final version of the questionnaire was put into circulation later that month. Five thousand copies were printed, with approximately one thousand being returned unused from various distribution points. Individual copies were placed in the internal campus mail to all faculty and staff according to the Human Resources listings. Copies were also placed in individual mail boxes in the student residences at both Langley and Hingston Halls, and were sent to all undergraduate and graduate student associations and clubs. Stacks of questionnaires were made available at key distribution points around the campus where they could be picked up by members of the community who were not specifically targeted through the internal mail system. In all, 541 completed copies were returned.⁷

From the responses of those who completed the Questionnaire, the Task Force discerned a need to provide further information about areas of discrimination within the University, as well as about the needs particular to members of sexual minorities. Most of those who responded indicated that they were not aware of any discrimination

⁷ See Appendix 7.6, *Questionnaire: Summary of Information and Sample*, p. 87.

on campus, were not informed about the particular needs and concerns of gay, lesbian and bisexual individuals, and had no idea whether appropriate services were available. Most revealing were the extended written comments provided by many respondents. While many heterosexual respondents indicated an interest in learning more about the issues raised by the questionnaire, a number of respondents denied the existence of needs particular to members of sexual minorities and accused the Task Force of fostering intolerance and dissension by dividing people according to sexual orientation. On the other hand, many gay, lesbian and bisexual respondents related experiences of discrimination, contributed helpful insights, and offered concrete suggestions for improvements to existing services — information that proved invaluable to the Task Force during its deliberations.

The information obtained from the interviews and consultations, the open hearing, the written submissions, and the questionnaire was extensively discussed during the frequent, lengthy, and sometimes highly charged meetings of the Task Force. The fact that an attendance rate of one hundred percent was not unusual at meetings that regularly lasted three to four hours demonstrates the personal commitment of the individual members of the Task Force and represents something of a phenomenon at Concordia. Most members of the Task Force brought to the deliberations an extensive background in advocacy, human rights and political activism, while their diverse ages, sexual orientations, educational and cultural backgrounds and work experiences ensured that the many complex issues raised would receive a thorough airing and be discussed from a variety of perspectives.

In order to expand the perspective and broaden the knowledge base of the Task Force, individual members conducted considerable research in the secondary literature on lesbian and gay issues in academia and compiled an extensive bibliography of published materials.⁸ These materials were extremely helpful in the process of putting our sometimes anecdotal findings into a broader context. We also consulted with individuals at other universities in both Canada and the United States which have already taken concrete steps to address lesbian, gay and bisexual issues, and we read the final reports of several other task forces with a similar mandate.⁹ This strategy generally served to confirm the validity of our findings and to demonstrate that the problems facing Concordia are not unique, as well as providing the Task Force with examples of tested and viable policies for addressing the issues under discussion.

⁸ See Appendix 7.12, *Bibliography*, p. 113.

⁹ See Appendix 7.10, *External Documents, Consultations and References*, p. 105.

*Quote from faculty member:
"What special needs can there be?"*

1.3 Summary of Findings

Examination of University policies, procedures and literature reveals that little effort has been made to assure lesbian, gay and bisexual people that they are included and actively supported.

In much of the literature explaining various University policies and services, there is little acknowledgement or recognition of the presence of lesbian, gay and bisexual people at Concordia, nor is specific protection offered for members of sexual minorities. Many policies do not clearly state that discrimination on the basis of sexual orientation is unacceptable and contrary to both the University's governing principles and to the Quebec Charter of Rights and Freedoms. Most departments, faculties, and associations have no specific mechanisms in place for reporting, adjudicating and disciplining in cases of homophobic¹⁰ incidents, short of launching a formal complaint under the Code of Conduct (Non-Academic). Furthermore, many policies and their accompanying literature are heterosexist¹¹ in that they assume, in the language, situations and illustrations they employ, that the audience they are addressing is exclusively heterosexual.

The ignorance of the particular needs and concerns of lesbian, gay and bisexual people indicates a strong need for education and sensitivity training for all University members.

Written comments received on the questionnaire indicated that stereotypical perceptions of lesbian, gay and bisexual individuals as immoral, hedonistic, and aggressive in flaunting their particular "lifestyle", continue to be held by some members of the University community. At the same time, there is little awareness of the pervasive discrimination encountered by members of sexual minorities in the academic setting. Many members of the community have difficulty understanding gay, lesbian and bisexual demands for inclusion because of their own ignorance of the many ways in which sexual minorities are regularly excluded from full participation in the community. There exist few programmes within the University that raise

¹⁰ See Appendix 7.11, *Glossary of Terms*, p. 107.

¹¹ See Appendix 7.11, *Glossary of Terms*, p. 107.

awareness among staff, faculty and students as to the experiences and needs of lesbian, gay, and bisexual people. An encouraging development, however, is the news of several recent initiatives undertaken to address this situation by the Human Resources Department, Sexual Harassment Office and the Peer Helper Group, Peer Health Educators and the HIV/AIDS Advisory Committee as a direct response to the efforts of this Task Force.

Considerable confusion exists among members of the University community about whether sexual orientation is a private or public matter, resulting in a common misperception that implementing equality is tantamount to giving "special rights" to gay, lesbian and bisexual people.

Many respondents to the questionnaire expressed their opposition to granting what they perceived as "special rights" to gay, lesbian and bisexual individuals in the University, on the grounds that Concordia offers no special services for heterosexuals and, in any case, sexuality is a private matter that has no place in the academic setting. The frequently expressed view of one respondent — *"what you do behind your bedroom door should stay there. I don't go around publicizing my sexual habits around campus"* — reflects a failure to understand that heterosexuality permeates university life, as it does the larger society and is supported and validated in myriad ways in the classroom, the office and many other settings. The University of Toronto's Committee on Homophobia has noted that in the university *"a double standard is applied to the display of sexual orientation."*¹²

Recurrent references to spouses or to children, and such open displays of affection as hand-holding and parting kisses, are treated as normal or at least as acceptable by almost all members of the University community. But similar references and behaviour by lesbians and gay men are construed as "flaunting" sexuality, suggesting in part that being gay involves only the moment of sexual intercourse and no other part of one's life — a part of one's private life but not at all of public life.¹³

¹² Ibid.

¹³ Committee on Homophobia, University of Toronto. Brief to the Special Committee on Human Rights and Student Societies. University Affairs Board of Governing Council, January 1990.

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The absence of public validation for the relationships and family lives of gay, lesbian and bisexual people — which are frequently disparaged as a deliberately chosen "lifestyle" while heterosexual relationships are seen as "natural" — forces many individuals to lead what are virtually double lives, constantly pretending in the presence of colleagues or fellow-students and denying parts of themselves that are fundamental to their identities. Our findings suggest that if the University is to fulfil its mission of promoting equality, learning and the spirit of enquiry for all members of its community, it must become a safe place in which members of sexual minorities are recognized as full, multifaceted individuals, rather than beings who are stigmatized as merely "sexual." Gay, lesbian and bisexual relationships and family lives should receive the same kind of open acknowledgement and validation now accorded to heterosexual relationships, and universities should provide an environment in which such relationships can be supported, discussed and researched in an atmosphere free from fear.

The hearings, interviews and questionnaire indicated a strong need for services that meet the particular requirements of lesbian, gay and bisexual people.

According to the information received by the Task Force, many University departments, services and associations appear to operate under the assumption that only heterosexuals need or use their services or programmes. Comments on the questionnaire indicated that in the absence of encouraging signals, such as a specific inclusive reference to sexual minorities in promotional literature, gay, lesbian and bisexual people are left to wonder if a particular department or service is "safe." That is, will members of sexual minorities encounter a welcoming attitude, will the staff be knowledgeable about their concerns, and will their privacy be respected? The questionnaire also indicated a desire on the part of gay, lesbian and bisexual respondents for publicized services targeting their specific needs, such as "coming-out" support groups for students or health information sessions for lesbians. It was also pointed out to the Task Force that the nature of their specific needs is not necessarily self-evident to those students who are not fully mature and who are still coming to terms with their sexuality and with their status as members of a sexual minority. Given the commitment of Student Services to working within a Human Development Model in the delivery of services to all students, it then becomes the responsibility of the University to assist lesbian, gay and bisexual students to develop an understanding of their needs and of the issues they must inevitably confront. Some respondents drew attention to the particular problem of ensuring the inclusion of lesbian and bisexual women, who tend to be overlooked in discussions of "homosexuality," and for whom the experience of homophobia is often closely intertwined with sexism. At the same time, the Task Force was advised to avoid "de-

gaying" experiences of discrimination and intolerance specific to lesbian, gay, and bisexual people by recasting them in a "human rights" context, a development that can marginalize the concerns of sexual minorities by rendering them invisible.

Many respondents, particularly students, noted the absence of gay, lesbian and bisexual content from the existing curriculum, and encouraged the Task Force to recommend both the integration of existing scholarship on and by sexual minorities into the curriculum and the development of an autonomous Lesbian and Gay Studies programme.

Although the review of Concordia's existing curriculum for content pertaining to gay, lesbian and bisexual subjects was not part of the original mandate of the Task Force, during our investigations both students and faculty repeatedly drew our attention to the absence of formal courses on Lesbian and Gay Studies and urged us to make recommendations that would help to rectify this situation. While there have been several Lesbian and Gay Studies courses taught at Concordia within the past decade, these have most often been "special topics" or "slot" courses that depend solely on the availability of instructors with the necessary expertise and motivation, as well as the goodwill of the department providing the funding, as in the case of the Women's Studies programme's slot course (WSDB 398 "Special Topics in Women's Studies"), which has often dealt with lesbian topics. However, the respondents noted that just as important as the addition of formal courses on Lesbian and Gay Studies to the regular curriculum is the integration of the existing scholarship on and by sexual minorities — a body of scholarship with which many faculty members and most students are completely unacquainted — into the study of more traditional subjects. Courses or units on sexuality, literature, family life, health care, the law and society, or religion, for example, all provide opportunities for instructors to introduce materials pertaining to the experiences and concerns of sexual minorities and to introduce critical analysis of homophobic materials. By signalling that they view gay, lesbian and bisexual issues as valid subjects for discussion and research, instructors can perform an important educative function and foster a supportive classroom environment.

2. STUDENT SERVICES

2.1 Preamble

The Task Force, in defining the limitations of its mandate as given by CCSL, decided to particularly review those services provided directly to students and having the most impact to the principal users of services at Concordia - the students. Student Services are composed of Advocacy & Support Services, Counselling & Development, the Dean of Students Office, Health Services, Financial Aid & Awards, and Recreation & Athletics.

Student Services, in the principles outlined within its own mission statement (approved by the CCSL in 1989), describe as fundamental a "Student-Centred View".

Concordia provides the ideal environment and opportunity for an appreciation of diversity. Programmes and services should focus on honouring this diversity. Each individual is unique. As a reflection of the wider society, the University can help students learn to value the worth and dignity of persons, regardless of their race, religion, nationality, sexual preference, age, gender, cultural background, ability or lifestyle. The acquisition of knowledge goes hand-in-hand with personal development. Regardless of age, students, while maturing intellectually, are also developing physically, psychologically, socially, aesthetically, ethically, sexually and spiritually. Student Services aims at an individual's total growth. Student Services must also act as an advocate for the needs and worth of students as full members of the University community.¹⁴

The Associate Vice Rector, Services (Student Life), in his interview stated that the impetus of this Task Force was to examine the issues, needs and concerns of gay and lesbian members of the University and to continue educating in this area. His remarks included that Student Services were the natural allies and advocates for gay and lesbian rights on campus. The Task Force's findings both in interviews and through responses to the questionnaire, indicate that Student Services are generally responsive to the needs of lesbian, gay and bisexual students when such needs are clearly articulated.

¹⁴ See Appendix 7.3, *Student Services Mission Statement* p. 71.

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The information received by the Task Force and supported in reports from the University of Toronto and University of Vermont among others indicates that the needs of lesbian, gay and bisexual students seem to lie primarily in the areas of visible inclusion both in the para-academic and academic life of the University. The experiences of members of the Task Force, particularly the students, reinforced this point that invisibility is still a central issue for lesbian and gay students. Other key points brought to the Task Force's attention by students were the need for recognition as valued members of the Concordia community, and in cases of discrimination and harassment, the need for a fair method of resolving disputes and confidentiality.

Interviews, informal consultations and comments from the questionnaire show that Student Services is not only generally responsive to the concerns of sexual minorities, but also has the necessary resources available to address these needs. The Task Force findings indicate though that it is in how these resources are made available for student use that determines the degree of accessibility and perceptions of "safety" to "come out" by the students. Comments and suggestions to the Task Force from students included the need for Student Services to support the inclusion of gay and lesbian students on campus through more explicit referrals in programmes, publicity and policies. The Task Force through its readings and interviews was reminded that while basic Student Services were available for the entire student body, it is often necessary to target specific services to a particular minority group in order to meet their needs and encourage participation. The Task Force noted that unlike most University committees which we reviewed that were established in direct reaction to homophobic or heterosexist incidents, the Concordia Task Force was established to investigate and define issues facing lesbian and gay members on campus and to make recommendations for further study. This affirmative action was an initiative of Student Services in keeping with both its own mission and that of the University's. It is also a timely announcement to the community that if issues are not regularly examined and constantly questioned, they can become occasions of abuse. The continuing need to keep an open dialogue with lesbian and gay students and regularly evaluate the quality and openness of services should be considered a general recommendation for all student services.

2.2 Advocacy & Support Services

Advocacy and Support Services consists of the Campus Ministry, the International Student Office, Legal Information Services, the Peer Helper Program, Services for Disabled Students, and the Women's Centre. Stated within its mission is a commitment to *"pleading the needs and rights of students as well as building and*

supporting an environment open to constructive criticism, responsible change and....where any student can feel safe in expressing his or her need".

The Task Force's findings have shown that of the Advocacy units, the Women's Centre is the most clearly pro-active on behalf of lesbian rights. At a time when heterosexism and homophobia present clear dangers to lesbians, the Women's Centre is to be commended for its visible services, its "safe" space, both physically and emotionally, and its specifically identified resources for lesbian and bisexual women, including women of colour, same-sex couple support, and programs regarding body image. The Women Centre's submission to the Task Force notes, *"We must not build hierarchies of oppressions i.e. establish a gay rights advocate who could not deal with issues of ableism. We do not wish to establish "alternative" services, rather we would like to see existing services change to reflect the needs of all students. We cannot foresee every individual's needs, what we would hope is to establish the spaces needed to accommodate these persons."*

The Task Force's findings along with recent survey information have also indicated a need for more accessible information pertaining to legal issues of particular concern to lesbian, gay and bisexual students. Some examples are adoption by same-sex couples, partnership contracts, beneficiary rights, and privacy rights. Resources and referrals for international students who are gay and lesbian as well as peer support programmes to assist students in coming to terms with being "out" were additional service needs stipulated in our hearings and research. Since these interviews were held, the Peer Helper Program which serves as an information/referral student group, has organized a "coming out" support group in cooperation with the Concordia Queer Collective. Religious institutions and organizations have a history of discrimination against sexual minorities. Campus Ministry brought to our attention a wide range of information and resources concerned with religious attitudes and sexual minorities that could be made available to our students and be the subject of debate and study. In reviewing the University's HIV/AIDS guidelines and discussing the disabling effects of HIV/AIDS, the need for the Services for Disabled Students to provide accommodations for students disabled because of HIV/AIDS was noted.

Advocacy Services are advertised in most University handbooks and guides, however, students indicated they would be encouraged to approach services if more specific reference to lesbian, gay and bisexual issues were identified in the publicity. The Task Force repeatedly heard of the difficulty in documenting harassment and discrimination against lesbian, gay and bisexual members of the University because of the issue of confidentiality. In order to make a charge, the complainant's sexual orientation must be exposed. Research from other universities and associations has shown that a telephone "Hotline" or answering machine provides an opportunity for a victim of homophobia or heterosexism to at least report such an incident without

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having to be personally identified. There were several examples of additional uses for a "Hotline" such as giving referral numbers, providing statistics and listing potentially unsafe areas. It was also concluded that there was a need to closely monitor and encourage policies and regulations which forbid discrimination and harassment of minorities.

2.2 Advocacy & Support Services

RECOMMENDATIONS:

1. That the Women's Centre continue to be supported with appropriate resources as a "women only" safe space on campus.
2. That Legal Information Services augment their resources to specifically provide advice and information on legal issues of concern to lesbian, gay and bisexual students; that they promulgate these services to the lesbian and gay groups on campus through a specific pamphlet or workshop session.
3. That the International Student Office include in its resources information and referral listings of books, videos, and support groups concerned with the needs and obstacles faced by gay, lesbian and bisexual students from different cultural backgrounds; that they provide similar information resources to heterosexual students who may reject on cultural or religious grounds the open acceptance of gay, lesbian and bisexual individuals.
4. That Campus Ministry provide literature and other information on the issue of religion and sexual orientation, including a referral list of groups concerned with this issue in both traditional and non-traditional religions.
5. That Services for Disabled Students increase their knowledge and resources related to HIV/AIDS as a disability; that they include in their orientation notice of financial assistance available to students disabled because of HIV/AIDS.
6. That Advocacy & Support Services create and support activities and programs that encourage a positive affect on the attitude of the University community towards lesbian, gay and bisexual students.

7. That Advocacy & Support Services encourage the reporting of incidents of heterosexism and homophobia and monitor the effectiveness of policies and regulations to deter such incidents.
8. That Advocacy & Support Services assist in the implementation of the report of this Task Force.

2.3 Counselling and Development

Counselling and Development helps students with personal, vocational, academic and career concerns, individually and in group workshops. These services are provided through four coordinated sectors; Counselling Services, the Learning & Writing Centre, a Careers Library and a Career & Placement Service.

Within the Counselling Services, professional counsellors offer students educational, career, and personal counselling. In the Task Force interview with the Director of Counselling & Development and the Coordinator of the Counselling Services, it was clearly stated that programs are open and supportive towards all members of the University regardless of their sexual orientation.

The Task Force's main discussion in this interview centred around the provision of services which would more actively encourage lesbian, gay and bisexual students to approach and make use of Counselling and Development. Our findings indicated, and were reinforced by the students on the Task Force, that visible reference to specific services for lesbian, gay and bisexual students would encourage student use of Counselling and Development services. Suggestions from members of the Task Force included employing counsellors who were visible role models for lesbian, gay and bisexual students, providing specific workshops for these students, and mentioning lesbian, gay and bisexual issues in written materials.

The issue of having counsellors available who were visible role models for lesbian, gay and bisexual students was discussed at length during this interview. Our findings indicated the need for some lesbian, gay and bisexual students to have counsellors with whom they can identify. While hiring openly lesbian, gay and bisexual counsellors would be a positive step in the Task Force's opinion, it was recognized that the issue of providing necessary counselling support for lesbian, gay and bisexual students can be addressed in many other ways, such as through professional development, conferences and workshops in the field of counselling of sexual minorities. The need for more particular and specific outreach to lesbian, gay and bisexual students was discussed with the Director of Counselling. An outcome of the

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discussion included the possibility of a needs survey to determine a specific focus for lesbian, gay and bisexual students, and the establishment of a coordinating and training liaison between Counselling and lesbian and gay student organizations with Counselling providing expertise and guidance in running a peer support group. These students could act as a focus group for evaluation of services and suggestions for further outreach programs. Issues suggested included dealing with family and friends, coming out, and living with AIDS. Student comments indicated that referral/resource lists of counselling services for sexual minorities offered within the community would also be welcome.

As with other student services, our findings indicated that lesbian, gay and bisexual students needed more inclusion in the standard literature and publicity offered by Counselling & Development.

Quote from staff member:

"Ensure support and counselling as necessary. Ensure an open and free and safe environment as much as possible. Ensure an environment that will not tolerate homophobia or heterosexism."

2.3 Counselling & Development

RECOMMENDATIONS:

1. That Counselling and Development offer in conjunction with relevant student groups an ongoing program designed for lesbian, gay and bisexual students to provide peer support and information sharing as well as regular feedback for the services.
2. That literature and posters available at Counselling and Development include explicit and inclusive information for sexual minorities.
3. That Counselling Services study the benefit of openly lesbian, gay and bisexual counsellors and the lesbian, gay and bisexual student need for identification and role-modelling.

4. That Counselling Services offer opportunities for counsellors to receive professional development concerning lesbian, gay and bisexual issues.
5. That Counselling & Development, in conjunction with Health Services, compile a referral/resource list of services for sexual minorities.
6. That the Careers Library offer information about services and resources for lesbian, gay and bisexual students at other organizations and universities.

2.4 Dean of Students and Residences

Dean of Students

The Dean of Students serves the Concordia student body as an information source, an oasis of assistance for any student or student organization needing guidance through the university system, as well as a resource for the interpretation and regulation of policies and procedures.

The Task Force would like to acknowledge and commend the Office of the Dean of Students for its inclusive and responsive approach to sexual minorities. This Office has set an example in its commitment to ensuring that all students are represented in its publicity and literature and our findings have shown the Dean of Students to have been especially pro-active in supporting lesbian, gay and bisexual projects in matters of funding and space.

Quote from a student:
"Listen to us, try to meet our needs."

Residence Administration

As the management responsibility of Residence Administration has been recently transferred to the Dean of Students Office, the Task Force suggests that this Office's inclusive and responsive approach to lesbian, gay and bisexual students be extended to student life aspects of Residence.

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The communal nature of Residence can often be inhibiting and alienating to the lesbian, gay and bisexual student. Residence Administration literature is silent about and Orientation workshops do not include any mention of sexual minorities. The Task Force heard from students that they often do not have a sense of belonging at the social functions of Residence; if harassed by fellow Residence members, they do not know if they can turn to their Residence Assistant for support; and do not have confidence that he or she is well-informed about the issues of concern to them.

Our hearings have determined that Residence Administration is supportive of inclusion, and that what now needs to be done is to articulate and develop that support. Residence Administration should, in consultation, determine the needs and concerns of lesbian, gay and bisexual students in Residence, and then devise ways in which those needs could be met. Examples of proactive measures include:

Residence literature (especially literature distributed at the pre-admission stage): A clear statement of the inclusive nature of Residence.

Orientation workshops: A session on understanding and accepting sexualities and other differences.

Social functions: Welcoming and inclusive advertisements and themes directed at sexual minorities.

Residence Assistants: Statements in advertisements for Resident Assistant positions to the effect that sexual minorities are welcome and encouraged to apply. A section in the Resident Assistant training program on how to respond to and deal with lesbian, gay and bisexual issues.

Incidents of discrimination: A policy detailing the measures Residence Administration will take to deal with incidents of discrimination.

Residence Administration

RECOMMENDATIONS:

1. That the particular needs of lesbian, gay and bisexual students (in the context of living in Residence) be articulated and strategies designed to meet these needs.

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2. That all official Residence literature (at both the pre- and post-admission stages) contain positive reference to the presence, rights, and needs of lesbian, gay and bisexual students who make up the diversity of those living in Residence.
3. That Residence Orientation workshops include an information/education section on sexual orientation for all members of Residence.
4. That all themes and advertisements for Residence social functions be reviewed for their inclusiveness to lesbian, gay and bisexual students and other minorities, and revised accordingly.
5. That all literature dealing with the hiring of Residence Assistants explicitly contain a statement that Residence subscribes to the notion of employment equity, including sexual orientation, and that lesbian, gay and bisexual students be actively recruited for these positions.
6. That the Residence Assistant training program include a section on how to be responsive to and how to deal with the needs and concerns of sexual minorities.
7. That a proactive policy be developed dealing with discrimination against sexual minorities within Residence, and how such incidents are to be handled.

2.5 Financial Aid and Awards

Financial Aid & Awards assists students and prospective students in seeking and securing financial assistance to enable them to pursue their scholastic objectives. Included in this area is the responsibility for the administration of government loan and bursary programs.

Although the Task Force did not conduct interviews with representatives from this service, discussion and recommendations resulted from an examination of the unit's materials and from consideration of several comments from respondents to the questionnaire. One staff member questioned, *"How does a gay or lesbian student apply for a loan differently at Financial Aid?"* while a student requested, *"recognize our relationships at the Financial Aid Office (we can't legally get married)."* The lack of legal recognition for long-term lesbian and gay couples deprives many students of independent status within the government loan and bursary program. Meanwhile

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many of the parents of said students have severed relationships with them on the basis of their sexual orientation and refuse financial assistance.

The Task Force noted that Financial Aid and Awards has been particularly supportive in assisting students who are HIV/AIDS positive to be recognized as disabled students and therefore eligible for provincial government assistance within that particular category.

2.5 Financial Aid & Awards

RECOMMENDATIONS:

1. That Financial Aid Officers be aware and cognizant of the special barriers to government financial aid faced by lesbian, gay and bisexual students.
2. That the Director of Financial Aid & Awards, in his official capacity as a member of the "Direction Générale de L'Aide Financière aux Etudiante(es)", be pro-active in gaining recognition for same-sex spouses within the financial aid system.

2.6 Health Services

Health Services at Concordia offers students, faculty and staff personalized, confidential health care.

Health Services has, over the past several years, continued to be particularly responsive to the medical and social needs of lesbian, gay and bisexual students, faculty and staff. This service has been at the forefront of minority rights issues since 1976 when it sponsored the first Campus Health Fair which included a Gay and Lesbian student booth. This tradition of cooperation with the lesbian, gay and bisexual community has been upheld with the establishment of their Peer Health Educator Program, and involvement with the HIV/AIDS Advisory Committee. Other examples of Health Services' commitment to an inclusive approach are the display of pamphlets and booklets on lesbian, gay and bisexual issues in their waiting rooms; in the forms used to gather information about the medical/social histories of clients; in

hiring lesbian, gay and bisexual health personnel; and in their overall publicity & professional development.

During its interview with the Director of Health Services, the Task Force discussed the importance of specifically addressing the lesbian, gay and bisexual population and providing information and services matched to their particular health needs. Research has demonstrated that health information designed for various groups is much more effective than general approaches. Members of the Task Force stressed the importance of having an exhaustive and up-to-date community referral and resource list available in Health Services that provides information about lesbian, gay and bisexual physicians, therapists, support groups, and other relevant resources.

Quote from student:

"I think Health Services needs to publicize about women and AIDS and lesbian safe sex more."

2.6 Health Services

RECOMMENDATIONS:

1. That information/brochures produced by and/or available at Health Services should specifically address the health concerns of particular groups, for example gay men, lesbians and bisexuals.
2. That Health Services, in conjunction with Counselling and Development and the Women's Centre, compile a referral/resource list of services for sexual minorities.

2.7 Recreation & Athletics

The Recreation and Athletics Department offers a complete and diversified programme of sports and recreation activities for both men and women. The Task Force did not interview representatives of the Recreation and Athletics Department, but did receive comments on the questionnaire from individual students on their experiences with this service and with sports in general. The problems faced by lesbian, gay and bisexual athletes in the sports world is also well-documented.¹⁵ In her weekly column published in The Gazette (Montreal), Kathy McDonald, Associate Director, Recreation and Athletics, articulates the connections between sexual harassment, sexism, and lesbophobia faced by women in sports. *"Homophobia is very much a part of sport and female athletes, coaches and administrators (lesbian and heterosexual) are particularly vulnerable to sexual harassment as a result."*¹⁶ Dr. Helen Lenskyj, prominent author on women and sports, clearly supports Kathy McDonald's statement. *"The climate in sport and physical education is a picture that is so anti-woman, anti-lesbian and anti-feminist that most lesbians whether athletes, coaches, administrators or faculty remain invisible for reasons of simple survival."*¹⁷ A student respondent to the questionnaire said that in her experience on a women's sports team she had "heard some pretty darn oppressive negative derogatory comments" directed at lesbian women.

2.7 Recreation & Athletics

RECOMMENDATIONS:

1. That the Recreation & Athletics Department ensure that coaches, students etc. are aware that expressions of sexism and homophobia are unacceptable.
2. That the Recreation & Athletics Department liaise with lesbian, gay and bisexual sports teams in the Montreal Area for information and referral purposes.
3. That Athletics handbooks/manuals have a statement on non-discrimination as it relates to sexual orientation and direction on where to report harassment.

¹⁵ Helen Lenskyj, *Out of Bounds: Women, Sport and Sexuality*. (Toronto: Women's Press, 1986).

¹⁶ Kathy McDonald, "Homophobic harassment a concern for women in sports", The Gazette (Montreal), August 15 1993, p. D2.

¹⁷ Helen Lenskyj, quoted in Ibid.

3. STUDENT GOVERNMENT AND STUDENT MEDIA

3.1 Preamble

Student government and the student media, have historically displayed a broad spectrum of responsiveness to issues around lesbian, gay and bisexual students - from openly proactive agendas to ignorance and indifference. While some organizations have a tradition of being supportive of the concerns of their lesbian, gay and bisexual membership and readership, others have felt that the issue is one that does not concern them. Within its club structure, the Concordia University Students' Association (CUSA) has a long history of supporting the Queer Collective (formerly Lesbian and Gay Friends of Concordia). The CUSA Student Handbook has also been recognized as a resource for lesbian and gay students as well as for having taken risks in publishing controversial material on safe sex practices.

The Task Force sent out invitations to all undergraduate student governments, the Graduate Student Association, and the Inter-Fraternity Council and was able to arrange hearings with the Presidents of the Inter-Fraternity Council and the Commerce and Administration Students Association. Despite the wide range of attitudes and degrees of awareness and concern about sexual minorities amongst student organizations, the Task Force feels that the recommendations we have formulated are applicable to all student governments.

Within the Task Force's discussion on student government media coverage in the student press relevant to lesbian, gay and bisexual people was explored. The Task Force did not interview members of the student media. The Task Force did, however, discuss how certain "angles" used in reporting incidents, especially within the University, affected the perception of lesbian, gay and bisexual people by the general student and University population. Our findings also noted that both students and staff commented on distortion and lack of balanced coverage of lesbian, gay and bisexual issues in the campus press.

The Task Force did not want to engage in a debate over freedom of the press, nor did we wish to pre-empt the role of the campus media. Our discussion centred on the need for the student media to continue to carefully examine its coverage of lesbian, gay and bisexual issues in order not to reinforce prejudices and stereotypes among its readers and consumers.

Our recommendations to student governments are primarily concerned with ensuring that lesbian, gay and bisexual students are included and protected in policies and literature. Students on the Task Force stressed the need for a well-informed student

government knowledgeable about the diversity and varied concerns and needs of all of its membership, particularly those members who are from marginalized groups.

Quote from student:

"University is a place where people's prejudices should be shaken and hopefully dismantled. Gays should not be joked about any more than women."

3.2 Student Government

If the primary role of student government is to function as a representative of and an advocate for the needs and concerns of all its members, students who are lesbian, gay or bisexual asked the Task Force that this representation, this advocacy for student rights, be extended to them as well. Our research has shown that students from sexual minorities expect their student government to consider lesbian, gay and bisexual issues along with those of other students.

Essential to accomplishing this objective is an informed student government, proactive in advocating lesbian, gay and bisexual rights, along with student publications, policies and procedures free of bias. Students stated that it was unacceptable that prejudice against lesbian, gay and bisexual students should be left unchallenged and uncondemned by student leaders whose perceived role is to ensure that their members are protected. Examples were given of prejudice expressed in the student media during election campaigns, anonymous death threats, physical violence and verbal threats towards student leaders who were lesbian or gay. It was perceived that no student leaders or election candidates publicly and explicitly condemned the misconception that sexual orientation was a major and legitimate factor in discussing the ability to run a student association fairly and effectively.

Another issue of concern expressed to the Task Force was the assumption that because lesbian, gay and bisexual students are largely invisible and silent, especially in some faculties, that they did not exist, and had no particular needs or problems with their association's lack of responsiveness. One student leader, because he did not perceive any lesbian, gay and bisexual students in his association, did not believe that it was important to be informed or have his association members knowledgeable about issues of concern to sexual minorities. He assumed that because the association never received complaints that there were no problems.

Another problem reported to the Task Force is that faced by women in disciplines where men are still the majority and where sexism often takes the form of "lesbian-baiting".¹⁸ This form of harassment directed at women in general creates a particularly hostile atmosphere for lesbians. This problem was discussed at length by a student respondent to our questionnaire. *"My experience...as a woman and a lesbian has been one of intimidation, harassment, verbal assault, isolation and exclusion to name a few. In a department where women are so small in number, it is difficult to separate homophobia from sexism."* Ignorance of these problems shows that some student leaders are unaware of their constituencies and their mandate. This ignorance contributes to the maintenance of prejudice against lesbian, gay and bisexual people. Students expressed the hope that once recognized and acknowledged as members in all student organizations, then perhaps the perception that lesbian, gay and bisexual students do not exist or participate in the mainstream clubs, would be dispelled. The Task Force spoke with students who firmly believe that by not taking a public, proactive stance on combating prejudice and encouraging inclusion, student governments are contributing to the invisibility, silence, and discrimination against members for whom they are responsible.

3.2 Student Government

RECOMMENDATIONS:

1. That student governments fulfil their role as representatives and advocates for their total membership including lesbian, gay and bisexual students.
2. That students governments take leadership in expressing a commitment to meeting the needs of and condemning discrimination against their lesbian, gay and bisexual members.
3. That student governments closely work with lesbian, gay and bisexual student organizations to become informed of the human rights concerns affecting sexual minorities in order to take a public, proactive stance on these issues.
4. That a non-discrimination clause be included in the constitutions and relevant policies of all student organizations.

¹⁸ See Appendix 7.11, *Glossary of Terms*, p. 107.

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5. That all student governments review their policies dealing with advocacy of their members' rights, and ensure that these policies include a section relating to redress against discrimination based on sexual orientation.
6. That department student associations where women are underrepresented work to raise awareness about sexism and lesbophobia; and that advocacy services for women facing discrimination and harassment be advertised.

Quote from student:

"Advertise more, educate students, tell them more about gays, the more students know, the less they will be afraid of gays."

3.3 Student Media

The Task Force findings showed the student media (The Link and The Concordian) as being very comprehensive regarding coverage of lesbian, gay and bisexual issues and editorially supportive in their struggles against prejudice and discrimination. Examples are The Link's annual Coming Out Issue and the Lesbian Gay Bisexual Queer (LGBQ) Issue, predominantly written and edited by lesbian, gay and bisexual students. The Link is to be commended for these editions and for their strong anti-discrimination editorial policy. Initiatives of the student electronic media, such as the CUTV AIDS Benefit in 1992, and special interest interviews on CIRL with lesbian, gay and bisexual students, faculty and staff should also be commended.

The concern the Task Force has about current lesbian, gay and bisexual coverage in the student media is that it is usually either negative and/or sensational in content. Many of the articles that have appeared in the student press concentrate on negative incidents which do not provide a balanced picture of lesbian, gay and bisexual life styles. It is our contention that any one-sided, "ghettoized" reporting that almost exclusively covers subjects and issues that are negative and sensational in content distorts perceptions of lesbian, gay and bisexual people and reinforces stereotypes and prejudices. If the student media's purpose is to inform its readership and dispel ignorance, the Task Force encourages it to also provide a forum for debate and awareness within the University.

3.3 Student Media

RECOMMENDATIONS:

1. That the student media be encouraged to diversify their coverage of matters concerned with the lifestyles, opinions, and experiences of lesbian, gay and bisexual people, and provide a forum for debate on relevant political and social issues.

Quote from student:

I think that Concordia is already doing a lot (ie. benefits for partners for homosexual staff). I also think that Concordia can be proud of its gay/lesbian members for being so vocal (ie. students newspapers, CUSA student handbooks."

4. ADMINISTRATIVE SERVICES

4.1 Preamble

The Task Force either formally interviewed or had informal meetings and discussions with the following administrative services; the Office of the Code Administrator, the Department of Human Resources, Security, the Sexual Harassment Office, the Office of Status of Women, Ombuds Office, the Employment and Equity Office and the HIV/AIDS Advisory Committee. These departments were chosen because they provide the means for seeking redress from discrimination, deal with issues of conflict resolution, are responsible for workplace equity and/or have a problematic history in relation to the needs and concerns of sexual minorities.

The findings of the Task Force indicated weaknesses in policies, lack of procedures and confusion between offices. The need for ongoing training and workshops addressing rights and concerns of lesbian, gay and bisexual individuals was evident from almost all of the hearings. However, the public hearing, interviews with the Department of Human Resources, as well as individual staff and student comments indicated that non-teaching staff who are lesbian, gay and bisexual experience a workplace generally free of discrimination in daily interaction, and professionalism among their peers.

While there are numerous recommendations in this section dealing with administrative services, the Task Force would like to acknowledge that many initiatives and ongoing programmes already exist at the University recognizing lesbian, gay and bisexual needs and accomplishments. Among the more recent projects are:

Alumni Affairs Office - supporting and publicizing the Quebec premiere of the NFB's "A Kind of Family", documentary about alumnus Glenn Murray, a gay Winnipeg City Councillor who adopts a troubled street teen;

Special Projects, Office of the Rector - supporting and funding the 1993-94 HIV/AIDS Advisory Committee Lecture Series, and the NFB's "A Kind of Family";

Operations Manager and Staff, Physical Plant - reporting anti-lesbian, gay and bisexual graffiti that appears on University property;

University Media (Thursday Report, Alumni Magazine) - for positive coverage of news and events relevant to lesbian, gay and bisexual people.

Office of the Rector - financial support for Ville en Rose Conference

4.2 Office of the Code Administrator

The Code Administrator manages the Code of Conduct (Non-Academic) which defines procedures for receiving and responding to formal complaints, with the exception of those pertaining to sexual harassment, for which there is a specific procedure outlined in the *"Policy on Sexual Harassment."*¹⁹

In our discussions with the Code Administrator, the Task Force learned that many members of the University community, especially students, are unsure as to how the Code of Conduct is relevant to their grievances. Unlike other University departments, the Office of the Code Administrator does not produce any publicity or information for general distribution (with the exception of the University Calendar). Many students are not even aware of the Office's existence. The Task Force was frustrated by the lack of data available from this office regarding complaints from lesbians, gays and bisexuals and realized the need for a better informed community as to the role of this department. While the purposes and procedures of the Office of the Code Administrator are detailed in the Academic Calendar, the Task Force noted that lesbian, gay and bisexual students did not make use of the Code to redress complaints of harassment and discrimination. It is important, in all publicity, that the Office provide illustrations and examples directed towards specific groups. In particular, examples of issues involving sexual orientation discrimination should be presented.

One issue that was discussed, but not resolved, was the problem of confidentiality and anonymity as regards people who wish to lay formal complaints under the Code. One of the problems in combatting sexual orientation discrimination is that a lesbian, gay or bisexual person, in choosing to lay a complaint, must make his or her sexual orientation public. The Code Administrator advised the Task Force that anonymous complaints are generally contrary to principles of natural justice and as such cannot be formally acted upon by the Code Administrator.

Confidentiality is an issue of major importance for ensuring protection for lesbian, gay and bisexual members of the University. In our interview with the Code Administrator we discussed the need for alternate methods by which lesbian, gay and bisexual students who wish to maintain their privacy can be served by the Code. Informal mediation similar to a procedure which exists between the Montreal Gay and Lesbian Community Centre and the MUC Police was suggested.

¹⁹ Concordia University Undergraduate Calendar, 1992-93, Section 17, "Rights and Responsibilities, art. 17.1, p. 66.

The Code Administrator addressed concerns of the Task Force regarding confusion between the Sexual Harassment Office and the Office of the Code Administrator. The Task Force was advised that this issue has been brought to the attention of the Supervisory Board and will be addressed in the upcoming review of these Offices.

4.2 Office of the Code Administrator

RECOMMENDATIONS:

1. That the Office of the Code Administrator develop and implement a public relations campaign explaining the purpose and function of the Code, explicitly demonstrating how the Code relates to discrimination on the basis of sexual orientation.
2. That the Office of the Code Administrator undertake an examination of the means by which persons seeking redress under the Code can, as far as possible, preserve their anonymity without violating the basic principles of natural justice.
3. That the policies of the Office of the Code Administrator and the Sexual Harassment Office be reviewed to determine areas of confusion and duplication and be revised accordingly.

*Quote from student:
It [needs of lesbian & gay students] does not concern me!"*

4.3 HIV/AIDS Advisory Committee

The HIV/AIDS Advisory Committee has been appointed by the Rector with a mandate that includes the overall responsibility for the application of the "*Guidelines for HIV/AIDS Related Concerns*" (Policy C RE-3), and the direction and support of University initiatives related to HIV/AIDS.

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The Task Force, in its interviews and discussions with members of the HIV/AIDS Advisory Committee, was advised of the Committee's plans for a university-wide education campaign. This campaign includes a lecture series featuring prominent educators and activists in the field of HIV/AIDS, and the development of an interdisciplinary course that will examine various issues regarding HIV/AIDS. The course, titled "HIV/AIDS: Cultural, Social and Scientific Aspects of the Pandemic", will be piloted in the 1994-95 academic year.

The Task Force enthusiastically supports the proactive measures of the Advisory Committee and discussed further ways in which the Committee could strengthen its impact and reach its objectives. The Task Force suggested that, as noted in other educational endeavours, information directed to specific groups rather than generic information programs has greater impact.

The composition of the Advisory Committee was discussed in the context of persons living with AIDS being represented, as well as professional experts in the fields of medicine and education. The Task Force discussed the resources available within the University as well as the benefits of an external consultative body.

4.3 HIV/AIDS Advisory Committee

RECOMMENDATIONS:

1. That the HIV/AIDS Advisory Committee continue and be supported in their successful campaign, including curricular initiatives, to actively inform the University about the issues surrounding HIV/AIDS.
2. That the HIV/AIDS Advisory Committee consider forming a consultative body to be composed of trained HIV/AIDS-care personnel and persons living with AIDS, to be recruited both internally and externally.
3. That the HIV/AIDS Advisory Committee direct their attention to the experiences and practices of specific groups, including sexual minorities.

4.4 Department of Human Resources

Concordia has been a leader in the creation of policies that include and protect lesbian, gay and bisexual individuals from discrimination. The Department of Human Resources' responsibilities include the implementation of equity policies in the workplace and the implementation of labour codes for employees. The interview with the Director of the Department of Human Resources, centred around staff training and development, employment equity and benefit services, and touched briefly on labour relations. Two examples of policies of particular importance to lesbian, gay and bisexual staff members are the same-sex benefits program and the employment equity guidelines. However, the Task Force found after interviewing the Director of Human Resources that these policies were not sufficiently publicized to the community nor were their procedures always applied. The Task Force also found that the guidelines regulating non-academic hiring practices were not uniformly adhered to within the University and procedures relating to interview protocol were inconsistently followed.

Same-sex benefits policies have been available since 1991. The Task Force realized in our discussions with staff and faculty that the University community, while probably aware of these policies at the time they were initiated, needs to be regularly advised of the application procedures, including the University's definition of the term "spouse"²⁰.

While the Employment Equity Office exists independently of the Department of Human Resources, the Task Force obtained sufficient information from its discussion with the Director of Human Resources to support its recommendations regarding employment equity. The Task Force discussed the minority profile of lesbian, gay and bisexual people and realized an opportunity for Concordia to recognize sexual minorities as being disadvantaged in the hiring process. Suggestions and recommendations made to the Task Force were to include sexual orientation in employment equity statements and to regularly provide guidelines respecting privacy and human rights for those involved in the hiring process.²¹

The Department of Human Resources has developed an extensive training program for faculty and staff over the past several years. This training and development program currently does not include workshops for staff specifically concerning lesbian, gay and bisexual issues, although sessions are offered on cultural diversity in the workplace. The overall impression received by the Task Force from staff was one of a workplace

²⁰ See Appendix 7.11, *Glossary of Terms*, p. 107.

²¹ See Appendix 7.10, *External Documents, Consultations and References*, p. 105.

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generally free of discrimination in daily interaction, and professionalism among staff members.

Quote from faculty member:

"A policy which suggests that the only equity issue is that concerning women, visible minorities and the handicapped also subtly suggests that gays and lesbians are not a necessary presence among faculty and staff. On the other hand, I merely want to be seen first as a good teacher and researcher and secondly as a gay man who happens to get along among heterosexuals."

4.4 Department of Human Resources

RECOMMENDATIONS:

1. That the Department of Human Resources review all relevant personnel materials to include information on same-sex spousal benefits.
2. That the Department of Human Resources include the University's definition of "spouse" on all forms and materials using this term, and advise departments throughout the University to do the same.
3. That employment equity statements include sexual orientation as a category on hiring announcements.
4. That the employment equity education program be proactively concerned with issues concerning sexual minorities.
5. That all personnel in positions to interview and hire staff be regularly informed of the guidelines governing non-academic hiring practices and be encouraged to use Human Resources personnel in the interview process.
6. That the Department of Human Resources be encouraged to have an employment officer present during department interviews for new staff in order to ensure adherence to equity guidelines.

4.5 Security

The role of the Security Department is to maintain security and order on University properties and assure the protection of all persons using these premises and the properties themselves.²²

In a lengthy hearing with the Director of Security, the Task Force informed him that sexual minorities do not always feel protected and sometimes feel threatened by Security at this University. Examples were given where students reported incidents of Security being verbally abusive, judgemental and disrespectful to lesbian, gay and bisexual students. These behaviours must be stopped. Other examples indicated a failure on the part of the Security Department to deal effectively with the safety of lesbian and gay students as well as a lack of respect for and sensitivity to their needs. Security is employed to help and protect all members of the University and should be more user-friendly. A publicity campaign informing the community about Security's jurisdiction, activities and procedures is needed.

The Task Force asked many questions regarding documentation of hate crimes, harassment and assault of lesbian, gay and bisexual members of the University. It appears the University does not maintain such specific records but files incidents under more generic categories. In our discussions with the Director of Security it became clear that in order to better understand and combat discrimination and harassment against sexual minorities, a policy and system for documenting such incidents was in order.

Two primary concerns of the Task Force brought to the attention of the Director involved the need for standardized, written and responsive procedures regarding sexual minorities, as well as improved training for security personnel.

Improved training was emphasized because many of the security guards working at Concordia are contracted personnel and have not been either sensitized to or familiarized with our diverse population. Because of their employment status, the Director of Security does not have control over selection, training or discipline of these guards. On occasion, such personnel have been found to be prejudiced, incompetent and discourteous. Because of the attitudes of these guards, lesbian, gay and bisexual students are hesitant to lodge complaints to the Security Department. Suggestions for training materials, workshops and equitable hiring practices were discussed with the Director. The Director advised the Task Force of current efforts to recruit more women security guards as well as plans for in-house cultural diversity training sessions.

²² *Concordia University Policy Manual, Departmental Policy: Security, (ref. SE-1), June 1, 1992*

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After reviewing the current security policy section in the University manual, the Task Force noted the absence of any clear, written procedures concerning the use of undercover security and undercover off-campus police, particularly with regard to incidents involving sexual and other minorities.

Security concerns reported to the Task Force included sexual activities taking place in public and semi-public places, including washrooms. Concordia's response to this situation on its campuses has been erratic and at times unprofessional and dangerously close to violating human rights. While these activities are by no means limited to gay and lesbian people at Concordia, the lack of a written, comprehensive protocol dealing with the rights and treatment of sexual minorities especially when in a confrontational situation with Security provides opportunity for serious abuse, including human rights abuse. The University has in the past usually used informal procedures to resolve these situations. While sometimes offering discrete resolutions such procedures cannot be relied upon. A written procedure developed in consultation with appropriate University officers and lesbian and gay campus groups needs to be developed. This procedure should detail how security responds to sexual activity on university premises and in particular public washrooms. In general, the Task Force recommends that Security behaviour be limited to responding to *complaints* rather than interference with private consensual matters.

The Director of Security, both in his presentation and his answers to the Task Force, was responsive to the concerns expressed and open to proposals that Security be sensitized to the issues of sexual minorities.

4.5 Security

RECOMMENDATIONS:

1. That Security devise a public-relations campaign to inform the University community of its jurisdiction and activities; that this campaign include recognition and awareness of the needs of the lesbian, gay and bisexual members of the community, especially in the procedure of lodging complaints.
2. That Security document incidents of homophobia, lesbophobia and hate crimes including the number, degree and type of homophobic incidents that occur at the University.
3. That Security, in consultation with appropriate groups, write a section for its policy on how to handle incidents between Security and lesbian, gay and

bisexual members of the community, particularly during parties, dances, demonstrations and meetings.

4. That Security, in consultation with appropriate University Officers and lesbian and gay campus groups, develop a written procedure to follow regarding complaints of sexual activities in public and semi-public places at Concordia.²³
5. That Security augment their policy (SE-1) to include under section 2. *Special Security Requirements* a procedure detailing the circumstances whereby undercover security or undercover off-campus police would be used and that the Rector or designate is the sole responsible and authorized person to call in undercover police.
6. That Security, in its hiring practices, put greater emphasis on its commitment to employment equity, including sexual minorities; that it do so through published statements and active recruitment.
7. That Security continue to augment its personnel roster with permanent full-time employees rather than contracted personnel to facilitate on-going orientation and training.
8. That Security provide an orientation brochure and workshop for incoming security personnel to familiarize and sensitize them to Concordia's diverse community and the rights of its members.

Quote from faculty:

"In my experience, the best way to reduce someone's homophobia or heterosexism is to let him/her know that he/she has gay and lesbian colleagues, friends and students."

²³ See Appendix 7.5, *Statement Re: Public Sex and the Gay Community*, p. 85.

4.6 Sexual Harassment Office

The Sexual Harassment Office was established to allow for the centralization of education and complaint services relative to sexual harassment as well as to promote actively an environment free from sexual harassment at the University.²⁴

The Task Force's hearing with the Sexual Harassment Officer revealed that there is no contention as to the inclusion of lesbian, gay and bisexual individuals within the Sexual Harassment Policy as regards conventional sexual harassment and assault. However, it is still ambiguous whether cases where 1) a person is physically assaulted because he or she is perceived to be a member of sexual minority ("queer-bashing"²⁵), or 2) a person is verbally, emotionally and psychologically abused because of the same perception ("queer-baiting"²⁶) are included in the Policy. This ambiguity needs to be addressed, and these particular manifestations of sexual harassment and assault need to be dealt with in the Policy on Sexual Harassment. In the interview with the Sexual Harassment Officer it was noted that information about these and other forms of sexual orientation harassment need to be addressed in the educational program of this office. These forms of harassment include threatening to "out" a lesbian, gay or bisexual person or threatening to launch a false complaint of sexual harassment in order to terrorize or blackmail that person.

The Sexual Harassment Officer discussed her education program, and emphasized the need for further training of security guards. She admitted that the initial focus of her office was on the concerns of heterosexuals and that coming to the meeting with the Task Force was particularly useful to her.

The Task Force asked for details about the complaints procedures within the Sexual Harassment Office and expressed concern about the overlapping nature of the Sexual Harassment Policy and the Code of Conduct (Non-Academic). It seems that not only do each of these policies undermine the other's effectiveness in their present forms, but they serve to complicate the complaint process and confuse its participants. The Task Force suggests that the appropriate University supervisory boards review the inter-relationship of both policies in their upcoming evaluations.

²⁴ *Concordia University Policy Manual*, Appendix to Policy on Sexual Harassment - Sexual Harassment Office (Ref. C IR-2), February 1, 1991.

²⁵ See Appendix 7.11, *Glossary of Terms*, p. 107.

²⁶ See Appendix 7.11, *Glossary of Terms*, p. 107.

Considering incidents of harassment towards the lesbian student community over the past few years, the Task Force also suggests that the Sexual Harassment Office study the incidence of sexual harassment (ranging from lesbian-baiting²⁷ to rape threats) directed at women because they are perceived to be lesbians.

4.6 Sexual Harassment Office

RECOMMENDATIONS:

1. That the Sexual Harassment Policy be reviewed to determine if there is any ambiguity regarding the inclusion of "queer bashing" or "queer baiting" as grounds for complaint and protection under the policy.
2. That the Sexual Harassment Office ensure that it is fully informed about the issues concerning lesbian, gay, and bisexual individuals and sexual harassment, and that these issues are included in its educational initiatives.
3. That the policies of the Sexual Harassment Office and Code of Conduct Office be reviewed to determine if there are areas of duplication and confusion and, if so, that they be revised accordingly.
4. That the Sexual Harassment Office study whether women who are lesbian or perceived to be lesbians, experience a greater incidence of sexual harassment, and that it attempt to develop support systems for those experiencing this often violent convergence of homophobia and sexism.

4.7 Concordia Unions and Employee Associations

The Task Force sent out invitations requesting interviews or submissions from the following unions and employee associations: Concordia University Faculty Association (CUFA), Concordia University Part-time Faculty Association (CUPFA), Concordia University Support Staff Union (CUSSU), and Concordia University Non-Academic Staff Association (CUNASA). CUNASA stands out for its ongoing proactive role in lesbian, gay and bisexual employment issues, notably its supportive

²⁷ See Appendix 7.11, *Glossary of Terms*, p. 107.

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stance in the struggle to implement the same-sex spousal benefits policy at this University.

At the initiative of two faculty members on the Task Force, a meeting was held with the President of CUFA. The Task Force noted that the collective agreements for CUFA have long included a non-discrimination clause (Article 7.01) which specifically refers to sexual orientation. However, in the meeting with the president of CUFA, it was learned that CUFA has no ongoing procedures for identifying and combating discrimination on the basis of sexual orientation. It was also learned that the issue of discrimination on the basis of sexual orientation has not been thoroughly discussed at CUFA Council or committee meetings, nor has the Association's newsletter ever mentioned the issue. It was suggested by the president to the faculty members that any proactive measures by CUFA would come about only if members interested in this issue become actively involved in the Association. However, the Task Force believes that a proactive stance is necessary for CUFA if it is to fully represent all its members' interests.

An excellent example of proactive support for issues of concern to lesbian, gay and bisexual people, is Concordia's same-sex spousal benefits policy. Implementation of this policy was the collaborative effort of staff, faculty and CUNASA. This gain in social benefits is incomplete however, because pension benefits must be in compliance with federal law, which does not recognize same-sex spousal equivalents. As a result, a recent University pension benefits plan was amended to cover only opposite-sex spouses. While CUFA moved that once federal policy is changed, the same-sex spousal provision be restored, the Task Force recommends that CUFA also actively support, through its association, the lobbying efforts of the Canadian Association of University Teachers (CAUT) towards changing this federal policy.

The Task Force observed that the following recommendations were applicable to all University unions and employee associations. Issues of concern to lesbian, gay and bisexual faculty and staff need to be formulated, discussed and publicized within their respective unions and strategies devised to resolve differences. Questions brought forward to the Task Force involving union relations included matters of responsibility for advocating for and representing lesbian, gay and bisexual members and for educating membership about their specific concerns. Setting guidelines and policies for inclusive recognition and protection from discrimination, particularly in the hiring process, were also listed as issues for unions and employee associations.

4.7 Concordia Unions and Employee Associations

RECOMMENDATIONS:

1. That all Concordia unions and employee associations establish and maintain a public forum, through their meetings and newsletters, for discussion on the needs, concerns, and rights of their lesbian, gay and bisexual members.
2. That all Concordia unions and employee associations publicly affirm their commitment to the elimination of discrimination on the basis of sexual orientation, and work to create a supportive atmosphere within their organizations for members who wish to come out; furthermore, that these organizations formulate these measures within an official policy statement.
3. That all Concordia unions and employee associations institute a policy on responding to threats and expressions of hate received by sexual and other minority members, and that the responsibility for administering this policy and monitoring relevant issues concerning human and equal rights be assigned to an association officer.
4. That all Concordia unions encourage their national organizations to continue lobbying the federal government to revise its definition of spouse to include same-sex couples.
5. That all Concordia unions and associations include within their Collective Agreements' section on definitions the University Definition of Spouse (other than legally married spouse).

Quote from faculty:

"Continue to write, talk, present or organize events. Manifestations of the reality of gay, lesbian, bisexuality are part of education."

5. ACADEMIC LIFE

5.1 Academic Life

During our deliberations, the Task Force has confronted several issues pertaining to academic life. As an academic community, we are committed to fostering research and learning without fear of ridicule or of censorship, direct or indirect, by peers or by authorities. Our commitment to intellectual freedom should also be seen in relation to the mobilization across Canada against what has been called the "obscenity chill"²⁸ in the arts including recent pornography rulings which, in effect, sanction the harassment of lesbian and gay bookstores etc. Our libraries, curricular materials and other academic resources are implicated inevitably in this hostile climate. The University must be proactive in maintaining an intellectual environment in which lesbian, gay and bisexual students and all other members of the community are not only free but *encouraged* to develop and explore diverse fields of enquiry - to learn, teach and create without hindrance.

Lesbian and Gay Studies is a new and vital interdisciplinary field of scholarship which has emerged since the early 1980s and is growing at a rapid rate. Although it has gained a foothold at Concordia through sporadic "Special topics" offerings, more solid structural support will be required if this new area of study is to flourish. Lesbian and Gay Studies is too often considered "unprofessional", marginal or irrelevant. Students' and teachers' concerns about curriculum, academic resources, and research remind us about the larger political climate in Canada in the 1990s. The co-hosting by Concordia with Université de Québec à Montréal (UQAM) of the successful 1992 International Conference on Lesbian and Gay Studies, "La Ville en Rose," demonstrated considerable commitment to the field and leadership in this area by faculty, students and administration. The potential clearly exists to build on this momentum by developing new academic offerings such as regular courses in Gay and Lesbian Studies, a major or minor undergraduate interdisciplinary program, or a research centre for studies in sexuality. Although the review of Concordia's existing curriculum for content pertaining to gay, lesbian and bisexual people was not part of the original mandate of the Task Force, during our investigations both students and faculty repeatedly drew our attention to the absence of formal courses on Lesbian and Gay Studies and to the lack of integration of lesbian and gay scholarship into the existing course offerings in relevant disciplines. It was also made clear to the Task Force that academic life at Concordia is detrimentally affected by more overt forms of discrimination ranging from open hostility in the classroom to the denial of promotion and tenure to openly gay or lesbian faculty members. We hope that these points will

²⁸ Clare Barclay and Elaine Carol, "Obscenity Chill: Artists in a Post-Butler Era," *Fuse*, Vol. XVI, no. 2 (Winter 1992-3), pp. 18-28.

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be carefully addressed by another Task Force under the auspices of the Vice-Rector, Academic.

Our major findings pertaining to academic life are summarized as follows:

Many respondents criticized the absence of any regularly offered courses devoted to Lesbian and Gay Studies at Concordia.

While there have been several Lesbian and Gay Studies courses taught at Concordia within the past decade, these have most often been "special topics" or "slot" courses. Over the past few years, courses have been offered through a number of departments, including Cinema within the Faculty of Fine Arts, the Simone de Beauvoir Institute, the Department of English and the Department of Communication Studies within the Faculty of Arts and Science. Titles have included "Representation and Sexual Orientation: Gay Male Literature and Film" and "Representation and Sexual Orientation: Lesbian and Gay Cinema". At present there exist no permanent courses or designated slots for Lesbian and Gay Studies. Slot courses, however, do not constitute a satisfactory arrangement in the long term because their existence usually depends upon the continued lobbying of students and faculty, the presence of qualified instructors and the goodwill of the department funding the course. The recently approved 6-credit elective course, "HIV/AIDS: Cultural, Social and Scientific Aspects of the Pandemic", offered by the Faculties of Arts and Science and Fine Arts for the 1994-95 academic year, is clearly a supporting move towards the goal of a Lesbian and Gay Studies curriculum.

Many respondents indicated a strong desire to see the existing scholarship on and by sexual minorities integrated into Concordia's regular course offerings.

Both student and faculty respondents noted that just as important as the addition of formal courses on Lesbian and Gay Studies to the regular curriculum is the integration of the existing scholarship on and by sexual minorities into the study of more traditional subjects. This process, however, is hindered by the fact that most faculty members and students are unfamiliar with this scholarship, and in some cases may even refuse to recognize it as legitimate scholarship. Nonetheless, the rapid growth of the scholarship in Lesbian and Gay Studies, and its increasingly frequent publication in leading scholarly journals in disciplines such as history and literary studies, make it possible to integrate lesbian and gay topics into a wide range of existing courses. One advantage of such an approach is that it exposes students who would never register for a course in Gay and Lesbian Studies to a body of scholarship and a perspective that they would not otherwise encounter. Courses or units on sexuality, literature, family life, health care, the law and society, or religion, for example, all provide opportunities for instructors to introduce materials pertaining to

the experiences and concerns of sexual minorities. In so doing, instructors can signal that they view gay, lesbian and bisexual issues as valid subjects for discussion and research, thereby performing an important educative function and fostering a supportive classroom environment.

Students reported a lack of adequate and informed support in their departments for academic research projects related to lesbian, gay and bisexual topics.

Lesbian and gay student respondents reported to the Task Force that, in their experience, the majority of instructors at Concordia are not informed about lesbian and gay scholarship relevant to their disciplines. As a consequence, students wishing to undertake research on lesbian, gay and bisexual topics may find that there exist few or no resources for them within their departments, since faculty members are either uninterested or are unfamiliar with the scholarship in this field. One student recalled: *"For all the papers and presentations I did on lesbian and gay topics in my classes, I had to do my own research with no help from my instructors. I think I did twice as much research as any of my classmates, because not only was I explicating the lesbian and gay content implicit in my courses, but also the lesbian and gay content implicit in the books I used to support my theses."* The lack of knowledgeable faculty was seen as a particularly serious problem for graduate students who can be hampered by a hostile, uninformed advisor or thesis committee or by a department that is unwilling to support their application for research funds on the grounds that their research is not scholarly.

Quote from student:

"Explicit homophobia and heterosexism is in my opinion less of a problem than the implicit stuff e.g. assumption that everyone in a class is heterosexual, without considering the possibility that some may be gay/lesbian. This has the effect of making gay and lesbian life invisible and unknown to the larger community."

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A hostile classroom environment can cause students to censor themselves in speech, writing or actions while addressing lesbian and gay topics in an academic context or can deter them from raising such issues at all.

Many student respondents indicated to the Task Force that their academic development was being hindered by hostility in the classroom, coming from both professors and other students, which prevented open discussion of lesbian and gay issues. Some gay and lesbian students reported their fears of being "out" in the classroom, believing that openly identifying themselves as gay or lesbian individuals could result in harassment or discrimination. Some respondents noted, too, that any student merely raising gay or lesbian issues is automatically identified by others as gay or lesbian, whether or not this is in fact the case, and is therefore potentially subject to harassment. Some students reported offensive remarks or "jokes" made by professors, denigrating gay and lesbian relationships and values; in other cases, such remarks were made by other students, but were supported or left unchallenged by the professor. It was also reported that some professors silence or ignore students who bring up lesbian and gay issues in class discussions, and refuse to allow students to do research projects on lesbian and gay topics pertaining to the subject matter of the course, or lower their grade for doing so. The latter practice is sometimes justified on the grounds that their research is "not objective." Not all manifestations of homophobia or heterosexism in the classroom are so overt, however; students also reported feeling silenced in situations where heterosexuality was consistently presented as the norm and the only possibility, and where lesbian and gay content was omitted from courses or units on sexuality or family life, for example, where its inclusion would be relevant and appropriate.

Faculty members reported censoring their speech, writing or actions while addressing lesbian and gay topics in the classroom in order to avert student hostility and accusations of 'bias'.

Homophobia in the classroom is not, of course, confined to professors, and can be directed toward lesbian and gay faculty members who are "out", or indeed any instructor merely raising lesbian and gay issues for classroom discussion. Faculty members reported to the Task Force that their ability to introduce lesbian and gay subjects into their courses is constrained by their fears of hostile reactions on the part of students. While this hostility can be expressed in the form of outright harassment, it can also be manifested in more subtle ways. For example, faculty members reported that when lesbian and gay subjects are presented in a favourable light, students tend to perceive the course as being entirely "about gays and lesbians," even when this material makes up only a small part of the overall course content. A positive presentation of gay and lesbian issues, and allowing gay and lesbian students to voice their perspective in the classroom, can lead to student accusations that the

instructor and the course are anti-heterosexual. A professor who is "out" in the classroom is likely to be perceived by students as "biased," and all of his or her actions, including the assignment of grades, are assumed to be directly influenced by his or her sexual orientation. Students frequently express their hostility or discomfort with the professor's perceived "bias" through negative course evaluations, a practice that can be particularly damaging to tenure-track, limited term and part-time instructors for whom course evaluations can play a major role in the hiring process.

Faculty members reported their reluctance to be "out" in their departments for fear that publicly revealing their sexual orientation would result in discrimination in the hiring, tenure and promotion process.

As a recent survey conducted under the auspices of the American Historical Association revealed, lesbian and gay instructors, particularly those conducting research in the field of Lesbian and Gay Studies, face real discrimination in hiring, promotion and tenure.²⁹ As one faculty respondent at Concordia explained to the Task Force, *"Hiring committees at the present time generally have a huge pool of very qualified applicants to choose from, which means that choices among these very qualified applicants are often somewhat arbitrary. There may be the assumption, based on nothing more tangible than subtle clues, that the individual would not 'fit' in the department (for example, minor 'deviations' in dress or in mannerisms)."* Faculty members also reported encountering the view that their research and publications in the field of Gay and Lesbian Studies do not constitute "serious" or "objective" scholarship but rather is "emotional" or "biased." Hiring committees, in their experience, can become so preoccupied with a single item on a curriculum vitae containing the words "gay" or "lesbian" that they are unable to assess a candidate's other qualifications in a fair and balanced manner. This situation has led many gay and lesbian academics, at Concordia and elsewhere, to resort to the practices of disguising the nature of their research and omitting significant publications from their curriculum vitae. These faculty members can be further disadvantaged if they are denied research funds by peer review committees hostile to research in the area of Gay and Lesbian Studies. The problem at Concordia is exacerbated where many "slot courses" on lesbian and gay topics have been taught by part-time faculty who do not have access to internal research funds.

Both students and faculty drew the attention of the Task Force to the current situation in which Concordia's library and other academic resources do not adequately support research in Lesbian and Gay Studies.

²⁹ Committee on Women, "Committee on Women Historians' Report on the Lesbian and Gay Historians Survey" *Perspectives: Newsletter of the American Historical Association* 31(4) April 1993: 13-15.

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Although a thriving and rapidly growing scholarship on lesbian, gay and bisexual studies is now in existence, this situation is not reflected in Concordia's library holdings, which are relatively meagre. In addition, much of this material is outdated by as much as twenty to thirty years. Because of the dearth of faculty members who are knowledgeable about the existing scholarship, library support is critically important for students wishing to undertake research projects pertaining to the experience of sexual minorities. Despite the need clearly indicated by many respondents, however, the purchase of books, periodicals, and audio visual materials in the area of Lesbian and Gay Studies has been assigned a low priority because of the absence of regularly offered courses. This creates a very difficult situation for students who attempt to cope with the absence of courses specifically designated as Gay and Lesbian Studies by undertaking independent research or by submitting essays on gay and lesbian topics to sympathetic professors teaching related disciplines. While the Task Force did not meet with representatives of the Leonard & Bina Ellen Art Gallery, the Conservatory of Cinematographic Art, the Audio-Visual Department nor the Theatre Department, our provisional perception of the public contributions of these facilities to the visibility of lesbian and gay cultures and responsiveness to lesbian, gay and bisexual Concordians is that they are uneven at best.

Quote from faculty member:

"Leave them alone. Academic life is the only place, almost, where lesbian, gay and bisexual people are fully accepted and have no significant problems. This is an artificially invented problem; it's a non-issue in university life — however much it may be problematic outside of university life."

5.1 Academic Life

RECOMMENDATIONS:

1. That a Task Force under the auspices of the Vice-Rector Academic be struck, its mandate to include:
 - a) the feasibility of developing a program in Gay, Lesbian and Bisexual Studies at Concordia;
 - b) the development of strategies for integrating scholarship in this field into the existing curriculum; and

- c) a review of the possible implications of such a program for academic support services, particularly the library.
2. That the composition of the Task Force include faculty and student representatives from all faculties, as well as a professional librarian.
 3. That the Final Report of the Task Force be presented to Senate.
 4. That a brochure be developed to aid students in the identification of cross-disciplinary course offerings now containing some content in area of Lesbian and Gay Studies.
 5. That library holdings of books, periodicals and audio-visual materials in the area of Gay and Lesbian Studies be increased, despite the lack of regular course offerings at the present time, to support students and faculty who are attempting to compensate for that lack by undertaking independent research.

Quote from student:

"Be more inclusive of our experiences, our lives, our lovers. Deal with [the university's] homophobia and ignorance around more gay studies. Take violence, threats of violence against queers seriously."

6. PLAN OF ACTION

6.1 Preamble

Any report written without a plan of implementation is destined to remain on the bookshelves under "To be read when there is time!" This report will need very careful monitoring and encouragement in order to have its goals realized. While the Task Force respected the limitations and time constraints of its mandate and has presented its report within these parameters, we sincerely believe that our report is limited. Continued investigation into the University life of lesbian, gay and bisexual people is still relevant, most particularly in the area of academic life.

Since the Task Force was commissioned by the Concordia Council on Student Life it recommends that the Associate Vice-Rector, Services (Student Life) assume the responsibility for the report's implementation directly or through his delegate. To assist in the implementation of the recommendations we recommend that a gay and lesbian resource/advisory group be established, to be comprised of members of the University community - students, faculty, and staff - who are knowledgeable about lesbian, gay and bisexual issues related to the University.

In our interviews and discussions we were often asked for suggestions on how to be more aware and inclusive of the needs of lesbian, gay and bisexual members of the University. In addition to the formal recommendations of this report, the following is a list of actions, projects, ideas, etc. that were mentioned in the Task Force hearings or suggested to us by others working in this field. They may serve as a starting point for departments and services.

- 1) Establish a university-wide Lesbian and Gay Advisory/Resource Group with coordinating and monitoring information and consultation being two main objectives of the group,
- 2) Advertise to the University that information concerning acts of harassment, bias-related violence, graffiti, and intimidation must be reported. Use poster campaigns and a hot-line telephone system to encourage reporting.
- 3) Coordinate all documented incidents of harassment and other offenses against sexual minorities and periodically report on them to the community.

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- 4) Review existing departmental policies, and where not included, add a statement regarding discrimination on the basis of sexual orientation.
- 5) Dispel the myths about homosexuality — hold meetings/forums — counter inaccurate and misleading press stories with factual information, not stereotypes.
- 6) Include questions on university research/survey forms (especially for new students) related to attitudes towards and needs of gay and lesbian students.
- 7) Confront homophobic jokes and stories — in the press, meetings, social events, etc.
- 8) Use focus groups of lesbian and gay students for feedback on services/programs.
- 9) Revise questionnaires dealing with evaluation and self-appraisal processes in both academic and non-academic departments to address homophobia, heterosexism and inclusion of gay and lesbian content in courses.
- 10) Compile and advertise a list of existing courses where lesbian and gay studies content is available.

6.2 Summary of Recommendations

Advocacy & Support Services:

1. That the Women's Centre continue to be supported with appropriate resources as a "women only" safe space on campus.
2. That Legal Information Services augment its resources to specifically provide advice and information on legal issues of concern to lesbian, gay and bisexual students; that it promulgate these services to the lesbian and gay groups on campus through a specific pamphlet or workshop session.

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3. That the International Student Office include in its resources information and referral listings of books, videos, and support groups concerned with the needs and obstacles faced by gay, lesbian and bisexual students from different cultural backgrounds; that they provide similar information resources to heterosexual students who may reject on cultural or religious grounds the open acceptance of gay, lesbian and bisexual individuals.
4. That Campus Ministry provide literature and other information on the issue of religion and sexual orientation, including a referral list of groups concerned with this issue in both traditional and non-traditional religions.
5. That Services for Disabled Students increase its knowledge and resources related to HIV/AIDS as a disability; that it include in its orientation notice of financial assistance available to students disabled because of HIV/AIDS.
6. That Advocacy & Support Services create and support activities and programs that encourage a positive affect on the attitude of the University community towards lesbian, gay and bisexual students.
7. That Advocacy & Support Services encourage the reporting of incidents of heterosexism and homophobia and monitor the effectiveness of policies and regulations to deter such incidents.
8. That Advocacy & Support Services assist in the implementation of the report of this Task Force.

Counselling & Development:

1. That Counselling and Development offer in conjunction with relevant student groups an ongoing program designed for lesbian, gay and bisexual students to provide peer support and information sharing as well as regular feedback for the services.
2. That literature and posters available at Counselling and Development include explicit and inclusive information for sexual minorities.
3. That Counselling Services study the benefit of openly lesbian, gay and bisexual counsellors and the lesbian, gay and bisexual student need for identification and role-modelling.

Task Force on Lesbian and Gay Life at Concordia

4. That Counselling Services offer opportunities for counsellors to receive professional development concerning lesbian, gay and bisexual issues.
5. That Counselling & Development, in conjunction with Health Services, compile a referral/resource list of services for sexual minorities.
6. That the Careers Library offer information about services and resources for lesbian, gay and bisexual students at other organizations and universities.

Residence:

1. That the particular needs of lesbian, gay and bisexual students (in the context of living in Residence) be articulated and strategies designed to meet these needs.
2. That all official Residence literature (at both the pre- and post-admission stages) contain positive reference to the presence, rights, and needs of lesbian, gay and bisexual students who are an integral part of the residence population.
3. That Residence Orientation workshops include an information/education section on sexual orientation for all members of Residence.
4. That all themes and advertisements for Residence social functions be reviewed for their inclusiveness to lesbian, gay and bisexual students and other minorities, and revised accordingly.
5. That all literature dealing with the hiring of Residence Assistants explicitly contain a statement that Residence subscribes to the notion of employment equity, including sexual orientation, and that lesbian, gay and bisexual students be actively recruited for these positions.
6. That the Residence Assistant training program include a section on how to be responsive to and how to deal with the needs and concerns of sexual minorities.
7. That a proactive policy be developed dealing with discrimination against sexual minorities within Residence, and clearly indicate how such incidents are to be handled.

Financial Aid & Awards:

1. That Financial Aid Officers be aware and cognizant of the special barriers to government financial aid faced by lesbian, gay and bisexual students.
2. That the Director of Financial Aid & Awards, in his official capacity as a member of the "Direction Générale de L'Aide Financière aux Etudiante(es)", be pro-active in gaining recognition for same-sex spouses within the financial aid system.

Health Services:

1. That information/brochures produced by and/or available at Health Services should specifically address the health concerns of particular groups, for example, gay men, lesbians, or bisexuals.
2. That Health Services, in conjunction with Counselling and Development and the Women's Centre, compile a referral/resource list of services for sexual minorities.

Recreation & Athletics:

1. That the Recreation & Athletics Department ensure that coaches, students etc. are aware that expressions of sexism and homophobia are unacceptable.
2. That the Recreation & Athletics Department liaise with lesbian, gay and bisexual sports teams in the Montreal Area for information and referral purposes.
3. That Athletics handbooks/manuals have a statement on non-discrimination as it relates to sexual orientation and direction on where to report harassment.

Task Force on Lesbian and Gay Life at Concordia

Student Government:

1. That student governments fulfil their role as representatives and advocates for their total membership including lesbian, gay and bisexual students.
2. That students governments take leadership in expressing a commitment to meeting the needs of and condemning discrimination against their lesbian, gay and bisexual members.
3. That student governments closely work with lesbian, gay and bisexual student organizations to become informed of the human rights concerns affecting sexual minorities in order to take a public, proactive stance on these issues.
4. That a non-discrimination clause be included in the constitutions and relevant policies of all student organizations.
5. That all student governments review their policies dealing with advocacy of their members' rights, and ensure that these policies include a section relating to redress against discrimination based on sexual orientation.
6. That department student associations where women are underrepresented work to raise awareness about sexism and lesbophobia; and that advocacy services for women facing discrimination and harassment be advertised.

Student Media:

1. That the student media be encouraged to diversify their coverage of matters concerned with the lifestyles, opinions, and experiences of lesbian, gay and bisexual people, and provide a forum for debate on relevant political and social issues.

Office of the Code Administrator:

1. That the Office of the Code Administrator develop and implement a public relations campaign explaining the purpose and function of the Code, explicitly demonstrating how the Code relates to discrimination on the basis of sexual orientation.
2. That the Office of the Code Administrator undertake an examination of the means by which persons seeking redress under the Code can, as far as possible, preserve their anonymity without violating the basic principles of natural justice.
3. That the policies of the Office of the Code Administrator and the Sexual Harassment Office be reviewed to determine areas of confusion and duplication and be revised accordingly.

HIV/AIDS Advisory Committee:

1. That the HIV/AIDS Advisory Committee continue and be supported in their successful campaign, including curricular initiatives, to actively inform the University about the issues surrounding HIV/AIDS.
2. That the HIV/AIDS Advisory Committee consider forming a consultative body to be composed of trained HIV/AIDS-care personnel and persons living with AIDS, to be recruited both internally and externally.
3. That the HIV/AIDS Advisory Committee direct their attention to the experiences and practices of specific groups, including sexual minorities.

Department of Human Resources:

1. That the Department of Human Resources review all relevant personnel materials to include information on same-sex spousal benefits.
2. That the Department of Human Resources include the University's definition of "spouse" on all forms and materials using this term, and advise departments throughout the University to do the same.

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3. That employment equity statements include sexual orientation as a category on hiring announcements.
4. That the employment equity education program be proactively concerned with issues concerning sexual minorities.
5. That all personnel in positions to interview and hire staff be regularly informed of the guidelines governing non-academic hiring practices and be encouraged to use Human Resources personnel in the interview process.
6. That the Department of Human Resources be encouraged to have an employment officer present during department interviews for new staff in order to ensure adherence to equity guidelines.

Security:

1. That Security devise a public-relations campaign to inform the University community of its jurisdiction and activities; that this campaign include recognition and awareness of the needs of the lesbian, gay and bisexual members of the community, especially in the procedure of lodging complaints.
2. That Security document incidents of homophobia, lesbophobia and hate crimes including the number, degree and type of homophobic incidents that occur at the University.
3. That Security, in consultation with appropriate groups, write a section for its policy on how to handle incidents between Security and lesbian, gay and bisexual members of the community, particularly during parties, dances, demonstrations and meetings.
4. That Security, in consultation with appropriate University Officers and lesbian and gay campus groups, develop a written procedure to follow regarding complaints of sexual activities in public and semi-public places at Concordia.³⁰
5. That Security augment their policy (SE-1) to include under section 2. *Special Security Requirements* a procedure detailing the circumstances whereby

³⁰ See Appendix 7.5, *Statement Re: Public Sex and the Gay Community*, p. 85.

undercover security or undercover off-campus police would be used and that the Rector or designate is the sole responsible and authorized person to call in undercover police.

6. That Security, in its hiring practices, put greater emphasis on its commitment to employment equity, including sexual minorities; that it do so through published statements and active recruitment.
7. That Security continue to augment its personnel roster with permanent full-time employees rather than contracted personnel to facilitate on-going orientation and training.
8. That Security provide an orientation brochure and workshop for incoming security personnel to familiarize and sensitize them to Concordia's diverse community and the rights of its members.

Sexual Harassment Office:

1. That the Sexual Harassment Policy be reviewed to determine if there is any ambiguity regarding the inclusion of "queer bashing" or "queer baiting" as grounds for complaint and protection under the policy.
2. That the Sexual Harassment Office ensure that it is fully informed about the issues concerning lesbian, gay, and bisexual people and sexual harassment, and that these issues are included in its educational initiatives.
3. That the policies of the Sexual Harassment Office and Code of Conduct Office be reviewed to determine if there are areas of duplication and confusion and, if so, that they be revised accordingly.
4. That the Sexual Harassment Office study whether women who are lesbians or perceived to be lesbians, experience a greater incidence of sexual harassment, and attempt to develop support systems for those experiencing this often violent convergence of homophobia and sexism.

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Concordia Unions and Employee Associations:

1. That all Concordia unions and employee associations establish and maintain a public forum, through their meetings and newsletters, for discussion on the needs, concerns, and rights of their lesbian, gay and bisexual members.
2. That all Concordia unions and employee associations publicly affirm their commitment to the elimination of discrimination on the basis of sexual orientation, and work to create a supportive atmosphere within their organizations for members who wish to come out; furthermore, that these organizations formulate these measures within an official policy statement.
3. That all Concordia unions and employee associations institute a policy on responding to threats and expressions of hate received by sexual and other minority members, and that the responsibility for administering this policy and monitoring relevant issues concerning human and equal rights be assigned to an association officer.
4. That all Concordia unions encourage their national organizations to continue lobbying the federal government to revise its definition of spouse to include same-sex couples.

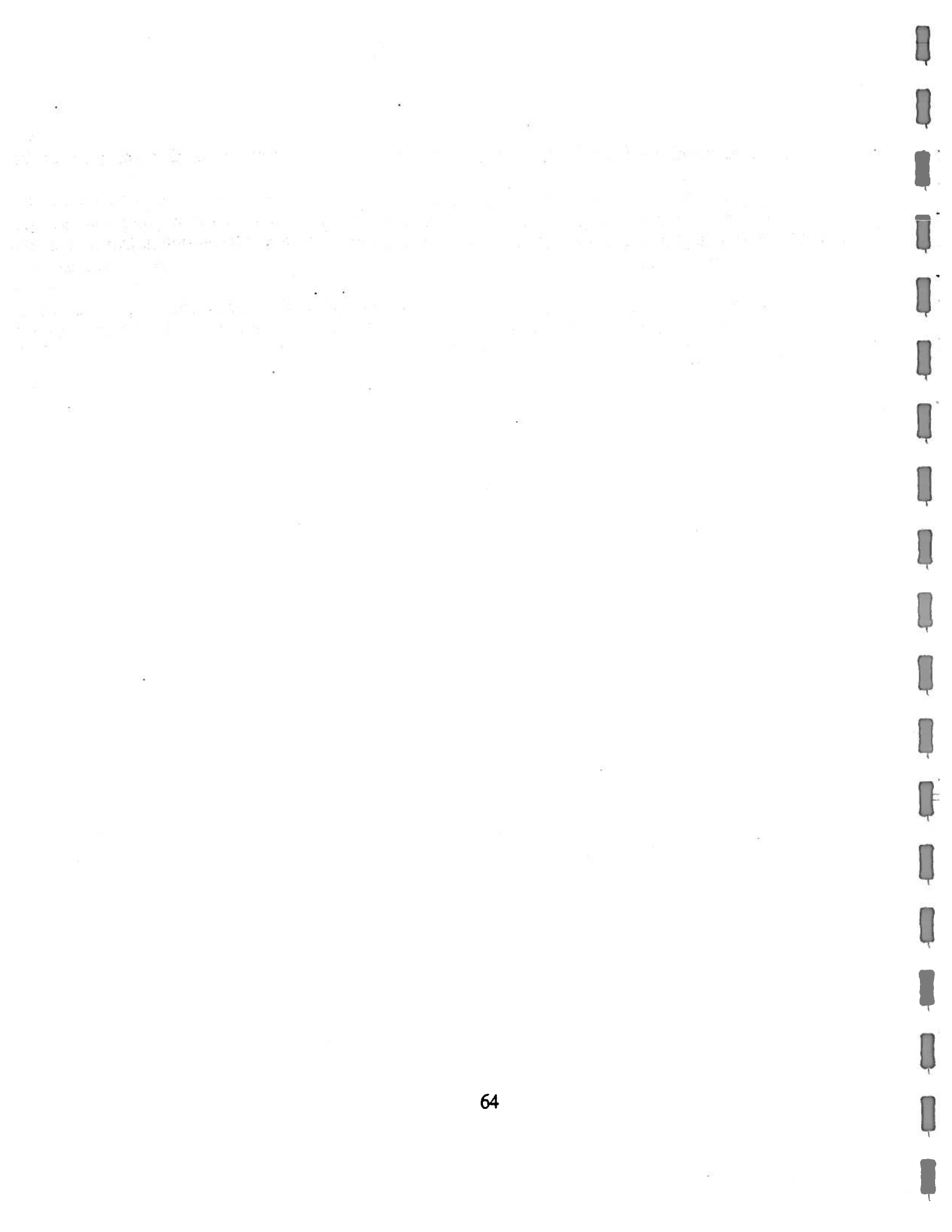
Academic Life:

1. That a Task Force under the auspices of the Vice-Rector Academic be struck, its mandate to include:
 - a) the feasibility of developing a program in Gay, Lesbian and Bisexual Studies at Concordia;
 - b) the development of strategies for integrating scholarship in this field into the existing curriculum; and,
 - c) a review of the possible implications of such a program for academic support services, particularly the library.
2. That the composition of the Task Force include faculty and student representatives from all faculties, as well as a professional librarian.
3. That the Final Report of the Task Force be presented to Senate.

4. That a brochure be developed to aid students in the identification of cross-disciplinary course offerings now containing some content in area of Lesbian and Gay Studies.
5. That library holdings of books, periodicals and audio-visual materials in the area of Gay and Lesbian Studies be increased, despite the lack of regular course offerings at the present time, to support students and faculty who are attempting to compensate for that lack by undertaking independent research.

Associate Vice Rector, Services (Student Life):

1. That the Associate Vice-Rector, Services (Student Life) direct a monitoring and follow-up process concerning the recommendations of this Report.
2. That the Associate Vice-Rector, Services (Student Life) establish a gay and lesbian resource/advisory group.
3. That the Associate Vice-Rector, Services (Student Life) report to CCSL on the progress of this dossier.



APPENDICES

APPENDIX 7.1

MARCH 27, 1992

MANDATE OF THE TASK FORCE ON LESBIAN AND GAY LIFE AT CONCORDIA

The Task Force will investigate and define the issues facing Lesbians and Gays in their academic, social and cultural life at the university, make recommendations for appropriate action and further study where required.

In establishing this Task Force, the Concordia Council on Student Life will bring to the forefront the need to combat discrimination against, and examine the place of, lesbians and gays within the setting of the Concordia community. It will also address the issue of homophobia as a growing concern at the University. As part of its Mission Statement, Student Services is committed to "supporting the diversity found within the Concordia student community".

The role of the Task Force to include:

- in the first instance, further clarifying its mandate and establishing a time table
- defining and investigating the problems confronting lesbians and gays in their life at Concordia by:
 - a) holding a public forum
 - b) requesting oral and written briefs from the university community
 - c) surveying different sectors of the university
 - d) interviewing individuals, departments and associations
- monitoring incidents of homophobia
- reporting on its findings
- making recommendations to CCSL

APPENDIX 7.2

CONCORDIA UNIVERSITY
MISSION STATEMENT

Concordia is an urban university which is responsive to the needs of a diverse student population as well as the bilingual and multicultural environment in which it resides. It is a welcoming community where values of equality, non-discrimination and tolerance of diversity are appreciated and actively promoted. Furthermore, Concordia is committed to responsible and innovative leadership in fulfilling the mission of universities to develop and disseminate knowledge and values and to act as a social critic. The University seeks to achieve this end by offering its students inclusive and accessible academic programmes which stress a broad-based, interdisciplinary approach to learning, as well as by a dedication to superior teaching supported by the best possible research, scholarship, creative activity and service to society. Through these means, the University prepares its graduates, at all levels, to live as informed and responsible critical citizens who are committed to learning and to the spirit of enquiry.

Approved by Senate, May 3, 1991

Approved by the Board of Governors, May 15, 1991

APPENDIX 7.3

STUDENT SERVICES MISSION STATEMENT

Student Services at Concordia University supports and promotes a student-centred view of education which recognizes that intellectual development and personal growth are intimately connected.

We seek to fulfil this mandate by valuing the diversity which characterizes the Concordia community. Student Services advocates the creation of an environment at the University which minimizes anxiety, promotes positive attitudes and stimulates an excitement for learning.

Student Services contributes to the mission and life of the University by offering services and programmes which are responsive to, and supportive of, student needs. As professionals, we believe this is best achieved through an integrated and complementary approach to student life.

Formally approved, in principle, by the Concordia Council on Student Life in May 1989, subject only to further editorial refinement.

The following principles are fundamental to the mission of Student Services at Concordia University:

- a) A Student-Centred View: Concordia provides the ideal environment and opportunity for an appreciation of diversity. Programmes and services should focus on honouring this diversity. Each individual is unique. As a reflection of the wider society, the University can help students learn to value the worth and dignity of persons, regardless of their race, religion, nationality, sexual preference, age, gender, cultural background, ability or lifestyle. The acquisition of knowledge goes hand-in-hand with personal development. Regardless of age, students, while maturing intellectually, are also developing physically, psychologically, socially, aesthetically, ethically, sexually and spiritually. Student Services aims at an individual's total growth.

Student Services must also act as an advocate for the needs and worth of students as full members of the University community.

- b) **A Total Environment:** Learning is affected by a wide range of individual factors and by the quality of the environment at the University itself. Students bring to the learning process a variety of personal circumstances which can be either resources or liabilities in their learning: physical ability, financial situation, family and cultural context, medical and psychological history, and education background. Each of these can directly affect a student's capacity to learn.

The learning experience is enriched by the interaction between students and their environment. Student Services has the responsibility to engender, facilitate and animate a positive social and physical environment at the University, thereby encouraging friendship, understanding and the taking of individual and collective responsibility by students.

- c) **A Sense of Responsiveness:** Student Services if focused on the developmental and maintenance needs of students, so as to maximize their potential to benefit from the learning experience offered by the University. Student Services programmes complement those offered by the University's academic sector, just as they enhance the overall educational experience. The degree of impact of Student Services programmes is measured in terms of student needs and concerns.

It is believed that students develop partly through exposure to, and participation in, a variety of activities: social, cultural, psychological, intellectual, spiritual, physical, and those which stress responsibility in collective governance.

- d) **A Commitment to Excellence:** In keeping with its desire to ensure that its programmes and services are truly responsive, Student Services must seek excellence in its leadership, organizational structures, managerial procedures and its relations internal and external to the University.

Student Services must have a system of staff selection and evaluation, and provide opportunities for full participation in a wide spectrum of professional development activities.

APPENDIX 7.4

FORMAL INTERVIEWS, CONSULTATIONS and WRITTEN SUBMISSIONS

Members of the Task Force have a wide membership and affiliation with a number of associations and committees within the University. These included:

University Benefits Committee
Concordia University Non-Academic Staff Association (CUNASA)
Concordia University Faculty Association (CUFA)
Environmental Health & Safety Committee
HIV/AIDS Advisory Committee
Graduate Students' Association
Queer Collective

In addition, the following people and organizations/departments were consulted:

Private Hearings:

Donald L. Boisvert, Associate Vice-Rector, Services (Student Life)
Robert Boncore, Coordinator, Counselling Service
Michel Bujold, Director, Security
Nick Kaminaris, President, Commerce & Administration Students' Association (CASA)
Stuart Letovsky, President, Inter-Fraternity Council (IFC)
Mimi Littman, Director, Residences
Sup Mei Graub, Director, Counselling & Development
Susan O'Reilly, Director, Human Resources
John Relton, Code Administrator
Sally Spilhaus, Sexual Harassment Officer
Nancy Torbit, Director, Health Services

Consultations:

Suzanne Belson, Ombuds Person
June Chaikelson, President CUFA
Margot Lacroix, Coordinator, Women's Centre
Susan Magor, Director, Environmental Health & Safety Office
Kathleen McDonald, Acting Director, Recreation & Athletics
Kathleen Perry, Interim Director, Office on the Status of Women
Employment Equity Coordinator, Employment Equity Policy
Martha Saunders, Simone de Beauvoir Institute, Faculty of Arts & Science
Rose Sheinin, Vice-Rector, Academic
Brian T. Counihan, Dean of Students
Marilyn Taylor, Chair, Committee on Gender Equity in Matters Academic

Task Force on Lesbian and Gay Life at Concordia

OPEN HEARING

April 1, 1993
deSève Theatre
11am to 1pm

Panel: Jason Boyd, Ann Kerby, Keith Lowther, Emily Paradis, Diana Pedersen, Steven Purvis, Pat Rae (freed), Frances Shaver, Matti Terho and Tom Waugh.

Publicity: Quarter page Ad in The Link, March 30, 1993
Posters around Campus
Flyers in the internal mail

The Concordia Council on Student Life
Task Force on Lesbian & Gay Life at Concordia

Mandate:
"...investigate and define the issues facing Lesbians and Gays in
their academic, social and cultural life at the university..."

will hold an
OPEN HEARING
on
APRIL 1, 1993
deSève Theatre
11am to 1pm

All proceedings will be audio taped

Written submissions may be forwarded to:

Chair, Task Force on Lesbian & Gay Issues at Concordia
c/o Advocacy & Support Services
AD 121, Loyola
Deadline for submissions: April 15, 1993

*The Task Force will be submitting its recommendations to the May
meeting of the Concordia Council on Student Life.*

For more information contact: Ann Kerby, Chair,
Task Force on Lesbian & Gay Life
at Concordia
AD 121, Loyola. Tel: 848-3501

WRITTEN SUBMISSIONS

The following written submissions were presented to the Task Force. Correspondence and minutes of the meetings are available from the Chair of the Task Force.

**Submission from the Women's Centre Collective
Johanne Cadorette and Naomi Matsushita
March 30, 1993**

**Submission from Faculty Member
"Hiring of Gay and Lesbian Faculty"
April 1993**

**Submission from Dr. Mary Baldwin, Department of Chemistry & Biochemistry
March 4, 1993.**

Task Force on Lesbian and Gay Life at Concordia
SUBMISSION FROM THE WOMEN'S CENTRE
March 30, 1993

Dear Members of the Task Force,

The Women's Centre plays an active role in addressing issues of lesbophobia and homophobia on campus. We do this by making the centre a comfortable, caring space where women feel free to be themselves, to ask questions, and to grow. Because the women's Centre counts among its workers and volunteers lesbians, non-lesbian women, and bisexual women, these issues are built into our work, and we take them with us wherever we go. Our events, the events we support and promote, the groups and individuals we network with, both on and off campus, reflect and assure the continuity of our commitment to challenging and working through issues of lesbo/bi/homophobia, heterosexism, and heterosexual privilege.

Because we are primarily an info and referral centre, the Women's Centre often receives calls from lesbian & gay people needing support and information. We regularly get asked when the next queer dance is, if there are activity groups for older lesbians, if there are support groups for young people coming out, if there are lesbian therapists, etc. What we have learned from these questions is that the Women's Centre is often the only source of support for queer students, staff, and faculty at Concordia. Student groups, such as the Queer Collective and the Lesbian Studies Coalition also play very important roles in providing support. However, because they are student groups, and are CUSA funded, they lack an element of continuity. This is not a criticism of the students who run the groups, nor of their intentions, and does not undermine the hard work they put into the groups. It is simply part of the nature of such groups: membership, activity and funds, vary from year to year (for example, the Lesbian Studies coalition has not been active in the past academic year, and their presence has been greatly missed).

In terms of what has to happen for the needs of lesbian, gay and bisexual people at concordia to be met: It's difficult to pin-point, and not much different from what has to happen in the world-at-large. Heterosexism happens when it is presumed that everyone is straight. So those of us who are not, get left out and have to fight for things the heterosexual population takes for granted. Although we are pleased to make this submission, our concern is that any recommendations made will represent an "add-on" approach to our present ways of thinking. What needs to happen in a larger societal context is a new way of thinking, one in which the differences amongst peoples are acknowledged and integrated into a system of thought. Having a specific task force on lesbian and gay life means

that they are being constructed as "other." It still upholds the ideology which positions heterosexuality as the norm, as "straight" thinking. Moving towards a more inclusive concept of services means acknowledging and working to accommodate difference, and actively engaging in the struggle against all forms of oppression. We must not build hierarchies of oppressions, i.e. establish a gay rights advocate who could not deal with issues of ableism. We do not wish to establish "alternative" services, rather we would like to see existing services change to reflect the needs of all students. We cannot foresee every individual's needs. What we would hope is to establish the spaces needed to accommodate these persons.

Advocacy and Support Services has great potential for changing attitudes about and providing services geared towards homo & bi sexuality. Because it is part of the university structure, Advocacy and Support Services can provide continuity and structure, and make services and support for queers part of the university's commitment to quality of student life. Lesbian, gay and bisexual students should be able to have their concerns & needs met by all services provided by the university (Health Services, Legal Services, Disabled Students Services, Guidance, Campus Ministry, to name a few). We at the Women's Centre are frustrated at our referral capabilities on campus. For example, can counselling services provide support for a woman dealing with issues of coming out as a lesbian of color? If they cannot, we must ask ourselves why.

We do not have concrete suggestions to offer. Obviously homophobia cannot be eradicated in a single compulsory workshop. Homophobia and heterosexism are part of the violence we live every day of our lives. Changing the way we think is a daunting task-and we don't know quite how it would happen, short of revolution. Wishful thinking aside, here at Concordia we'd like to be part of the process of change. Please keep us informed of your work, and call upon us for support and input.

In solidarity,

Johanne Cadorette & Naomi Matsushita,
for the Concordia Women's Centre Collective

**SUBMISSION TO TASK FORCE ON GAY & LESBIAN LIFE AT
CONCORDIA
FROM A FACULTY MEMBER
APRIL 1993**

PART I - Hiring of Gay and Lesbian Faculty

A - Rationale

The quality of life for gay and lesbian students at Concordia would be greatly improved by the hiring of openly gay and lesbian faculty for the following reasons:

- 1) Role models: Because of the present climate of homophobia there is a dearth of positive role models for gay and lesbian students in the university. In addition, the presence of openly gay and lesbian faculty would provide role models for non-gay students to help break down unfavourable stereotypes of gay people.
- 2) The presence of openly gay and lesbian faculty would increase the general sense of the legitimacy of gay and lesbian concerns within the university.
- 3) Course content: Having some openly gay and lesbian faculty would increase the likelihood of the inclusion of gay and gay-positive content in courses where it would be appropriate.
- 4) Good example: The university by its policies and practices gives an example, for better or for worse, to students and to the community at large. The university ought to be a leader in promoting fair and equitable hiring practices and working actively to combat discrimination against gays and lesbians, as well as against other marginalized groups.
- 5) Diversity: The presence of openly gay and lesbian faculty will increase the climate of diversity in the university, and the intellectual dynamism that accompanies a faculty composed of members of diverse groups of society.

B - Homophobia and Heterosexism in the (faculty) hiring process

Homophobia and heterosexism in the hiring and promotion process are often subtle and/or even unconscious, as are all forms of discrimination on the part of those who consider themselves "enlightened" and "liberal," and they are therefore very hard to prove. Hiring committees at the present time generally have a huge pool of very qualified applicants to choose from, which means that choices among these very qualified applicants are often somewhat arbitrary. There may be the

assumption, based on nothing more tangible than subtle cues, that the individual wouldn't "fit" in the department (for example, minor "deviations" in dress or in mannerisms).

If a not-yet-established scholar applying for a position does research and publication on gay/lesbian themes and topics, her/his work is not regarded as "serious" or "objective"; rather it is "biased". This assumption is based on the conclusion, applied very selectively to members of marginalized groups and feminists, that one cannot do serious or objective work about that which relates to one's lived experiences.¹

On a curriculum vitae, one item with the words "gay" or "lesbian" in it will occupy all the space of the CV so that the hiring committee will not see anything else. This means that job applicants have to be extremely careful what they put on their CV's and how they characterize their work, and they often feel they must omit or disguise significant work and publications.

There is a serious need for affirmative action policies regarding the hiring of gays and lesbians, policies that the university will stand behind. Education of faculty and staff about subtle and overt forms of heterosexism and homophobia is essential, and hiring committees ought to have to answer for their choices and omissions.

PART 11 - Heterosexism and homophobia in the classroom

Toward students (all of these forms have been reported to me by students at various times from all sorts of courses and departments):

- 1) Overt remarks in the classroom, by the professor, denigrating gay and lesbian lifestyles, orientations, practices, values, etc; as well as the presentation of heterosexual lifestyles as the only possibility, e.g. in teaching about "the family".
- 2) Remarks made by students that the professor supports or simply leaves unchallenged.
- 3) Omission of gay and lesbian content from courses where it would be relevant and appropriate.
- 4) Refusal to allow students to do their papers and research on gay and lesbian topics related to the course, or lowering their grade for doing so or for constantly bringing up gay/lesbian issues.

¹ Anecdote: A doctoral student at a large urban university was told once by a thesis advisor, speaking in very angry tones and with an uncharacteristically red face, that the work produced on sexuality was "too emotional" and that there was too much "personal involvement" in the subject. This same professor was at the time doing research on ethics and "the family", and had recently divorced himself from one family and started another with a second wife.

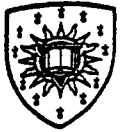
- 5) Silencing or ignoring students who frequently bring up lesbian/gay issues.

Toward professors by students:

- 1) Gay/lesbian content presented favourably, even when limited to a small part of the course, is perceived as being the only thing taught in the course (this is true even if the professor is not perceived to be gay or lesbian)²
- 2) Giving space to gay and lesbian students to voice their concerns is perceived by other students as being anti-heterosexual³
- 3) If a professor is "out" students will see everything the professor does as coming from her/his orientation.
- 4) Students often express their hostility or discomfort with the professor's attitudes (e.g. gay and lesbian positive) through negative course evaluations. This is particularly damaging to "part-time" professors for whom course evaluations often play a major role in the hiring process.

² Anecdote: A professor at a large university teaching on Sexuality and Ethics was criticized by some students on their course evaluations for spending too much time on the topic of homosexuality, even though this topic occupied only about three weeks out of thirteen. The professor was not "out" in this course.

³ Reported to have happened in Women's Studies courses where the professor states explicitly at the beginning of the course that expressions of lesbian perspectives in the course are encouraged. Because heterosexual students are so used to having their lifestyle validated at every turn, they perceive any validation of non-heterosexuality as being the same as anti-heterosexuality.



Concordia

UNIVERSITY

To: Ann Kirby, Chair, Taskforce on Lesbian & Gay Life
From: Mary Baldwin, Associate Professor, Chemistry & Biochemistry
Date: March 4, 1993.

Re: Taskforce on Lesbian & Gay Life at Concordia

I received the questionnaire from the taskforce last week, at the same time that I have been working on our Department's academic self-appraisal dossier. The self-appraisal process documents for academic departments quite explicitly require them to address equity issues in the curriculum and treatment of students with respect to gender equity, disability, and ethnic minorities - see attached section of the undergraduate student questionnaire, which is sent to all students registered in the department undergoing appraisal. A similar one is sent to graduate students. However, the current appraisal questionnaires and guidance documents do not explicitly address homophobia, heterosexism, and inclusion of gay and lesbian content in the curriculum unless a department chooses to consider them as "minorities", although the appraisal process is quite concerned with learning climate in departments. The only place where departments could perhaps be alerted to gay and lesbian concerns at present is in the any other comments open section.

I would suggest that your Taskforce request that analagous items to those on treatment of men and women, ethnic minorities, and individuals with disability be included in the undergraduate and graduate student questionnaires in future, which would ensure that departments were alerted to student concerns over these issues, and also that you request inclusion of these issues explicitly where relevant in the self-appraisal guidance documents.

I would also suggest that you request the inclusion of similar items in any surveys used for reviews of non-academic services.

cc: M. Taylor, Chair
Committee on Gender Equity in Matters Academic.

APPENDIX 7.5

Statement by three gay male members of the Task Force on Public Sex and the Gay Community.

June 1993

As a busy downtown university, Concordia has been a crossroads of many diverse demographic and cultural currents from its surrounding neighbourhoods.

Concordia and its predecessor institution Sir George Williams University have been situated at the heart of the shifting geography of gay male and lesbian commercial and cultural networks in Montreal. It is thus not surprising that, from its very beginnings, no doubt, activities of a sexual and social nature have taken place at Concordia, in its public and semi-public spaces--including public washrooms. These activities have in all likelihood been engaged in by Concordia students, staff and faculty and by members of the surrounding community, some of whom may identify as "gay" and some who may not. Among these activities are what is sometimes referred to as "public sex" or "toilet sex." "Public sex" is a fact of contemporary urban life: social undergrounds of gay men and other minorities, sexual and otherwise, flourish invisibly to the public eye. This social fact may be a lingering vestige of earlier historical periods when all gay social and cultural networks were criminalized.

Traditionally, the responses of public order in Canada have fluctuated between tolerance and punitive "crackdowns" motivated by political reasons having to do with electoral campaigns or municipal crime "cleanups." During "crackdowns," police and the legal apparatus usually invoke clauses from the Criminal Code which criminalize "gross indecency" and "indecent acts." For years, leaders of the lesbian and gay political formations have objected to these clauses because they are unconstitutionally vague and are used in a discriminatory way, that is, principally to victimize gay men. According to this view "public sex" is a victimless private activity between consenting adults and should not be criminalized (any more than semi-public sexual activities between heterosexual teenagers in a public parking lot or lovers' land should be criminalized). "Participants" in the phenomenon of male same-sex public sex include the most vulnerable "members" of the "gay community," namely closeted individuals who may have public identities as heterosexual heads of families, as well as community stature and livelihoods depending on these identities. In the past, overzealous police "crackdowns" together with orchestrated media publicity, including the punitive publication of the accused individuals' names, places of business and addresses, have destroyed livelihoods and even led to the suicide of victims. This practice continues intermittently in Canada, with reports of a "crackdown" involving entrapment having occurred in the Montreal region as recently as 1993.

Task Force on Lesbian and Gay Life at Concordia

In the past, Concordia's response to the phenomenon has included the following activities by university representatives: benign tolerance; closing of toilets; posting of shortlived signs warning washroom users that the premises are patrolled; patrolling of "popular" washrooms by uniformed and plainclothes security personnel, leading to the asking for identification by participants, issuing of warnings to participants, eviction of non-Concordia individuals and threats to undertake criminal proceedings; inviting off-campus police onto Concordia premises; entrapment of potential participants by plainclothes security personnel with resulting criminal charges, both threatened and actual; other human rights abuses including the psychological abuse and sequestering of alleged "participants."

The above practices were not official written policy, and the Director of Security and the Code Administrator informed the Task Force that records on such cases and procedures did not exist. However, all practices have been reported reliably to task force members verbally either during our hearings or independently.

In recent years, security procedures have reportedly been guided by an unwritten and unofficial protocol between the Security Department and the Code Administrator in consultation with a gay faculty member and gay student leaders. The protocol included posting signs and patrolling of washrooms, though no signs currently exist. The protocol may have temporarily curbed some but not all of the most flagrant human rights violations, such as entrapment and psychological abuses, by Concordia representatives. Current practice seems to rely on the unofficial initiatives of individuals rather than on official institutional policy. The intention, presumably, being to involve internal "quiet diplomacy" to avoid homophobic backlashes. However, very little awareness of the human rights implications of the situation seems to exist among certain Concordia personnel who are responsible for security and complaints procedures in this area.

A tragedy is waiting to happen.

APPENDIX 7.6

Needs and Attitudes Concerning Lesbian, Gay and Bisexual Life at Concordia
Questionnaire - January 1993

SUMMARY INFORMATION

NUMBER OF RETURNED QUESTIONNAIRES: 541

University Status	
FACULTY	91
STAFF	219
STUDENTS	217
UNSPECIFIED	14
TOTAL	541

Gender	
MALE	194
FEMALE	321
UNSPECIFIED	26
TOTAL	541

Sexual Orientation	
BISEXUAL	30
GAY	38
HETEROSEXUAL	420
LESBIAN	25
OTHER	1
UNSPECIFIED	26
TOTAL	540

Task Force on Lesbian and Gay Life at Concordia

Questionnaire (Continued)

Breakdown by Faculty			
N.B.: Several respondents only partially answered this question.			
Faculty		Staff	Students
ARTS & SCIENCE	58	N/A	155
COMM & ADMIN.	4	N/A	27
FINE ARTS	18	N/A	22
ENGINEERING	3	N/A	9
LIBRARY	2	N/A	N/A
UNSPECIFIED	6	N/A	4
TOTAL	91	N/A	217

University Cycle	
Of the 217 student questionnaires returned:	
UNDERGRADUATE	166
GRADUATE	26
INDEPENDENT	6
UNSPECIFIED	19
TOTAL	217

Status (Full-time / Part-time)			
Faculty		Staff	Students
FULL TIME	76	195	160
PART TIME	3	18	30
UNSPECIFIED	12	6	27
TOTAL	91	219	217

Questionnaire (Continued)

Gender Breakdown			
Faculty		Staff	Students
MALE	56	60	78
FEMALE	32	153	136
UNSPECIFIED	3	6	3
TOTAL	91	219	217

Sexual Orientation Breakdown			
Faculty		Staff	Students
BISEXUAL	2	4	24
GAY	10	17	11
HETEROSEXUAL	70	179	170
LESBIAN	5	8	12
OTHER	0	1	0
UNSPECIFIED	4	10	0
TOTAL	91	219	217

Gay/Lesbian/Bisexual Respondents Breakdown by Sector	
FACULTY	17
STAFF	30
STUDENTS	47
TOTAL	94

Total numbers do not necessarily add up to total questionnaires returned as not all respondents answered each question.

**Concordia Council on Student Life
Task Force on Lesbian and Gay Life at Concordia
Questionnaire**

A Task Force on Lesbian and Gay Life at Concordia with representatives from the student body, faculty and staff was established in Spring 1992 by the Concordia Council on Student Life. This Task Force has been mandated "to investigate and define issues facing lesbian, gay and bisexual people in their academic, social and cultural life at the university". It will also address the issue of homophobia as a growing concern at Concordia. While the range and depth of homophobia and heterosexism at the university is not known, the experiences of lesbian, gay and bisexual people both on our campuses and within the Montreal environment indicate reason for concern.

Members of the Task Force have prepared a questionnaire to help assess attitudes and needs at the university. This questionnaire is being distributed to all students, staff and faculty regardless of sexual orientation. Providing an environment conducive to work and study is a responsibility of the entire community. This survey is not intended to be a scientific assessment, but to guide the Task Force in its deliberations and recommendations. All questions are optional. If you are uncomfortable answering a question just move on to another. Please add any comments that you feel reflect your concerns in this matter. Complete only one copy per person and do not sign the questionnaire. All data will be confidential. Only summary information will be included in the final report.

The Concordia Council on Student Life is the highest non-academic advisory committee in the University making recommendations regarding the quality of student life. The Council derives its authority from the University Board of Governors, and reports directly to the Board through the Rector. Recommendations of the Task Force will be presented to the May 1993 meeting of Council. This report will be a public document.

For more information contact:

Ann Kerby, Chair, Task Force on Lesbian and Gay Life at Concordia, 848-3501 (AD 121).

January 1993

Please mail your questionnaire by March 8/93 to:

Task Force on Lesbian & Gay Life at Concordia
Administration Building, Room 121, Loyola.

or deliver to:

Information Desk
Campus Ministry
Counselling & Development
Dean of Students Office
Financial Aid & Awards
Health Services
International Student Office
Recreation & Athletics
Services for Disabled Students
Women's Centre

Loyola

2496 West Broadway
2490 West Broadway
Administration Bldg. - 121

6935 Sherbrooke St. W. - 101

Athletic Complex
Administration Bldg. - 121

S.G.W.

Hall Building - 1st floor
2090 Mackay - 102
Hall Building - 440
2135 Mackay - 201
Library Building - 085
2155 Guy - 407
2135 Mackay - 301
1822 de Maisonneuve Blvd. W.
Hall Building - 580
2020 Mackay Street - 03

Thank you for your participation.

Questionnaire on Needs and Attitudes Concerning Lesbian, Gay and Bisexual Life at Concordia

PART A. WHO ARE YOU? Please check applicable boxes.

Faculty <input type="checkbox"/>	Staff <input type="checkbox"/>	Student <input type="checkbox"/>
Full-time <input type="checkbox"/>	Part-time <input type="checkbox"/>	
Independent <input type="checkbox"/>	Undergraduate <input type="checkbox"/>	Graduate <input type="checkbox"/>
Arts & Science <input type="checkbox"/>	Commerce & Administration <input type="checkbox"/>	
Fine Arts <input type="checkbox"/>	Engineering & Computer Science <input type="checkbox"/>	
Department/Programme:(specify) _____		

Gender _____	Age _____
Race _____	Religion _____
Ethnic Group _____	

Which of the following terms best defines your sexual orientation?

Bisexual ☐ Gay ☐ Heterosexual ☐ Lesbian ☐ Other: _____

If you are lesbian, bisexual or gay, are you out?	Yes	No	Comment
Within the Concordia community	<input type="checkbox"/>	<input type="checkbox"/>	_____
With family	<input type="checkbox"/>	<input type="checkbox"/>	_____
With friends	<input type="checkbox"/>	<input type="checkbox"/>	_____

HOMOPHOBIA: The fear, hatred and intolerance of people who are gay, lesbian or bisexual.

HETEROSEXISM: A belief in the inherent superiority of heterosexuality and, therefore, its right to dominance.

PART B. YOUR EXPERIENCES & FEELINGS. Please circle your response.

How many lesbian, gay and bisexual people have you talked to since the beginning of January?

	Not aware 0	1 to 5	6 to 15	over 15	
Lesbian	1	2	3	4	5
Gay	1	2	3	4	5
Bisexual	1	2	3	4	5

How would you feel about having lesbian, gay and bisexual people as:

	Very Positive	Positive	Uncomfortable	Negative	Very Negative
Counsellors/Advisors	1	2	3	4	5
Co-workers/Colleagues	1	2	3	4	5
Roommates	1	2	3	4	5
Family Members	1	2	3	4	5
Classmates/Students	1	2	3	4	5
Supervisors	1	2	3	4	5
Friends	1	2	3	4	5

Are you aware of incidents of "homophobia" at Concordia?

	Never	Rarely	Some of the time	Most of the time	All of the time
Physical	1	2	3	4	5
Verbal	1	2	3	4	5
Written	1	2	3	4	5
Other	1	2	3	4	5

Are you aware of incidents of "heterosexism" at Concordia?

	Never	Rarely	Some of the time	Most of the time	All of the time
Physical	1	2	3	4	5
Verbal	1	2	3	4	5
Written	1	2	3	4	5
Other	1	2	3	4	5

OVERALL, what proportion of these homophobic actions were carried out by:

	Unknown	None	1/3	2/3	Almost all
Students	1	2	3	4	5
Staff	1	2	3	4	5
Faculty	1	2	3	4	5

OVERALL, what proportion of these heterosexual actions were carried out by:

	Unknown	None	1/3	2/3	Almost all
Students	1	2	3	4	5
Staff	1	2	3	4	5
Faculty	1	2	3	4	5

Have you personally experienced incidents of homophobia or heterosexism at Concordia?

	Regularly	Often	Occasionally	Seldom	Never
	1	2	3	4	5

Do you feel these events have been compounded by prejudices related to sex, race, religion, "masculine" or "feminine" stereotypes?

	Regularly	Often	Occasionally	Seldom	Never
	1	2	3	4	5

The safety problem for lesbian, gay and bisexual people on campus is:

	Non-existent	Minimal	Moderate	Serious	Extreme
	1	2	3	4	5

Explain: _____

In your opinion, do the following university departments/services meet the needs of lesbian, gay and bisexual individuals within the Concordia community? Please circle your response.

	Don't Know	Never	Some of the time	Most of the time	All of the time
Non-Academic Services and Departments					
Bookstore	1	2	3	4	5
Conference Services	1	2	3	4	5
Faculty Personnel Office	1	2	3	4	5
Human Resources - Benefits	1	2	3	4	5
HIV/Aids Resources	1	2	3	4	5
Legal Services	1	2	3	4	5
Libraries	1	2	3	4	5
Office of Research and Grants	1	2	3	4	5
Ombuds Office	1	2	3	4	5
Physical Resources	1	2	3	4	5
Registrar's/Admissions/Liaison	1	2	3	4	5
Office of Security	1	2	3	4	5
Concordia Newspapers	1	2	3	4	5
Concordia Radio/TV	1	2	3	4	5
Concordia Calendars	1	2	3	4	5

eg. CUSA, CUSSU, CUPFA, CUFA...

Dean of Graduate Studies

1 2 3 4

What do you think the Concordia community could do to reflect the needs and experiences of lesbian, gay and bisexual people on campus?

APPENDIX 7.7

MEDIA ARTICLES AND PRESS RELEASES

March 1, 1992	Concordia University Public Relations Department <u>Press Release</u>
March 31, 1992	Concordia University Public Relations Department <u>Press Release</u>
October 16, 1992	The Link <u>Concordia Council on Student Life Task Force on Lesbian and Gay Life at Concordia, Mandate, (ad)</u>
February 9, 1993	The Link <u>Concordia Task Force to Survey Attitudes towards Homosexuality, (article)</u>
February 16, 1993	The Link <u>Call for Submissions to the Task Force, (ad)</u>
February 16, 1993	The Link <u>Hot Line on Homophobia & Heterosexism, (ad)</u>
February 18, 1993	The Concordian <u>Hot Line on Homophobia & Heterosexism, (ad)</u>
February 18, 1993	The Concordian <u>Call for Submissions to the Task Force, (ad)</u>
February 18, 1993	Thursday Report <u>University Surveys Community on Attitudes toward Lesbians, Gays, (article)</u>
February 18, 1993	Thursday Report

Task Force on Lesbian and Gay Life at Concordia

Concordia Sets Up Homophobia Hotline, (article)

- March 16, 1993 The Gazette
Jack Todd Modest Proposal: solve CEGEP Beefs: Shut the Places Down
- March 18, 1993 Thursday Report
Gay and Lesbian Survey Deadline Extended, (notice)
- March 18, 1993 The Mirror
Where are Thou, Jack, comment on Jack Todd's article
- March 24, 1993 The Gazette
Letter to Editor from Ann Kerby, Director, Advocacy & Support Services
- March 25, 1993 The Gazette
Letter to Editor from the Members of the Task Force
- March 30, 1993 The Link
Letter to the Editor from Ann Kerby, Director, Advocacy & Support Services; Slagging Task Force on Gays and Lesbians Unjust
- March 30, 1993 The Link
Notice of Open Hearing, (ad)
- April 22, 1993 Thursday Report,
Lesbian, gay faculty must hide in closet until they gain tenure: Few People, Many Questions at Hearing (article)

Concordian - Feb 18/93

**Concordia Council on Student Life
Task Force on Lesbian and Gay Life at Concordia**

Call For Submissions

Mandate:

"To investigate and define issues facing lesbians and gays in their social and cultural life and to make recommendations for appropriate action and further study where required."

The Concordia Council on Student Life is the highest non-academic advisory committee in the University making recommendations regarding the quality of student life. The Council derives its authority from the University Board of Governors, and reports directly to the Board through the Rector. Recommendations of the Task Force will be presented to the May 1993 meeting of Council. This report will be a public document.

While the range and depth of homophobia and heterosexism at Concordia is not known, the experiences of lesbian, gay and bisexual people both on our campuses and within the Montreal environment indicate reason for concern. Members of the student body, faculty and staff are invited to submit written briefs regarding this mandate.

Deadline: Monday, March 8, 1993.

Return to: Ann Kerby, Chair, Task Force on Lesbian and Gay Life at Concordia
c/o Advocacy & Support Services,
AD 121, Loyola

Tel: 848-3501.

Publicity: The Concordian, Feb. 18, 1993

Concordian
Feb 18/93

Hot Line on Homophobia & Heterosexism
Call 848-3991 to report incidents of
discrimination on the basis of sexual
orientation.

Sponsored by the Concordia Council on Student Life
Task Force on Lesbian and Gay Life.

The Link

meeting every Friday, 4:30pm (H-549)

The Concordia Council on Student Life Task Force on Lesbian & Gay Life at Concordia

Mandate:

"...investigate and define the issues facing Lesbians and Gays in their academic, social and cultural life at the university..."

will hold an

OPEN HEARING

on

**APRIL 1, 1993
deSève Theatre
11am to 1pm**

All proceedings will be audio taped

Written submissions may be forwarded to:

Chair, Task Force on Lesbian & Gay Issues at Concordia
c/o Advocacy & Support Services
AD 121, Loyola
Deadline for submissions: April 15, 1993

The Task Force will be submitting its recommendations to the May meeting of the Concordia Council on Student Life.

For more information contact: Ann Kerby, Chair,
Task Force on Lesbian & Gay Life
at Concordia
AD 121, Loyola. Tel: 848-3501

APPENDIX 7.8

SCHEDULE OF MEETINGS

DATE	TIME	LOCATION
November 3, 1992	12:45 - 14:45	Annex MU 101, SGW
November 11, 1992	11:00 - 13:00	Annex MU 101, SGW
November 26, 1992	11:30 - 13:00	Annex Z 106, SGW
December 3, 1992	11:30 - 14:30	Annex MU 101, SGW
January 7, 1993	11:30 - 14:00	Annex MU 101, SGW
January 21, 1993	11:30 - 14:00	Annex M 205, SGW
January 28, 1993	11:30 - 13:30	Hall 762, SGW
February 4, 1993	11:30 - 13:30	Annex M 205, SGW
March 4, 1993	11:30 - 13:30	Annex M 205, SGW
March 11, 1993	11:30 - 13:45	LB 018, SGW
April 8, 1993	12:00 - 13:45	LB 018, SGW
April 28, 1993	12:00 - 16:00	AD 131, Loyola
June 16, 1993	09:30 - 12:00	Annex Z 106, SGW
June 21, 1993	17:00 - 22:00	Ann's House
June 25, 1993	13:00 - 17:00	LB 677, SGW
August 26, 1993	09:30 - 12:15	Hall 773, SGW
September 14, 1993	09:30 - 12:00	AD 131, Loyola
September 21, 1993	10:00 - 14:00	BC 110, SGW
September 28, 1993	11:00 - 14:00	AD 131, Loyola
October 5, 1993	09:30 - 12:00	BC 110, SGW
February 17, 1994	13:00 - 16:00	H 769, SGW
February 28, 1994	11:00 - 13:00	H 771, SGW

APPENDIX 7.9

CONCORDIA UNIVERSITY - DOCUMENTS CONSULTED

The following Concordia University documents were consulted prior to interviews that were conducted:

Concordia University Mission Statement

The Code of Conduct (Academic & Non-Academic)

Policy on Sexual Harassment

Security Policy

Guidelines for HIV/AIDS-Related Concerns

Employment Equity Policy

Concordia University Benefits Program — "Qualification of Partner as Spouse"

Collective Agreement Between Concordia University and the Concordia University Faculty Association, In effect until May 31, 1992.

Collective Agreement Between Concordia University and the Concordia University Part-Time Faculty Association, In effect until August 31, 1994.

The 1993 Concordia Student Survey, Sociology 410/3/AA, Research Design and Analysis, February 29, 1993.

APPENDIX 7.10

EXTERNAL DOCUMENTS, CONSULTATIONS AND REFERENCES*

- 11/06/90 University of Toronto - Bulletin
- letter to the editor Re: Privacy in sexual matters
- 05/09/91 University of Toronto - Committee on Homophobia
- Canadian Campus Survey Report
- 1992 CONCORD Newsletter of Lutherans Concerned / North America
A Christian Ministry for Lesbian and Gay Understanding
- 09/06/92 CACUSS (Canadian Association of Colleges and Universities Student Services)
- Presentation on "Understanding and Responding to the Needs of Gay, Lesbian and Bisexual Students on our Campuses", by D. Comey, T. Jemison, R. Andreas of The University of Vermont, Burlington, VT., June 9, 1992.
- 02/07/92 Ryerson Polytechnical Institute
- Letter to the Ryerson Community re: Advisory Committee to the President on Issues Related to Homophobia and Heterosexism
- 00/08/92 NASPA (National Association of Student Personnel Administors
- Newsletter: NASPA Network on Gay, Lesbian, & Bisexual Concerns
- 00/11/92 NASPA (National Association of Student Personnel Administrators
- Newsletter: NASPA Network on Gay, Lesbian, & Bisexual Concerns
- 04/01/93 Ryerson Polytechnical Institute
- Letter to Ann Kerby, Chair, Task Force on Lesbian & Gay Issues at Concordia from Wendy Roberts, Coordinator, Harassment Prevention Services
- 00/02/93 NASPA (National Association of Student Personnel Administrators
- Newsletter: NASPA Network on Gay, Lesbian, & Bisexual Concerns
- 10/03/93 The Chronicle of Higher Education
- Article Re: "Openly Gay Students Face Harassment and Physical Assaults on Some Campuses

Task Force on Lesbian and Gay Life at Concordia

- 00/04/93 Perspectives: Newsletter of the American Association
- Article Re: Committee on Women Historians' Report on the Lesbian and Gay Historians Survey
- 00/10/92 Ryerson Polytechnical Institute
- Brochure: What Do You See?, Harassment Prevention Services, Department of Campus Safety & Security
- 1990 Toronto Board of Education
- Brochure: Homophobia
- No date University of Toronto
- Resource List, Committee on Homophobia
- No date State University of New York Press
- Brochure: Lesbian Teachers: An Invisible Presence, Madiba Didi Khayatt
- No date EGALE (Equality for Gays and Lesbians Everywhere)
- Brief: "Whatever Measures Are Necessary": Human Rights for Lesbians and Gay Men -- A Brief to the Members of the House of Commons of Canada.
- 01/10/90 University of Oregon - Task Force on Lesbian and Gay Concerns : Creating Safety, Valuing Diversity; Lesbians and Gay Men in the University, A Report to the President of the University of Oregon
- 00/06/91 University of Oregon. Response to the Report of the Task Force on Lesbian and Gay Concerns: Creating Safety, Valuing Diversity: Lesbians and Gay Men in the University.
- 00/04/93 Perspectives, Newsletter of the American Historical Association, Committee on Women Historians' Report on the Lesbian and Gay Historians Survey.
- No date The University of Minnesota employment equity statement: "The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

* Numerous pamphlets and press clippings were sent to the Task Force and are available on file.

APPENDIX 7.11

GLOSSARY OF TERMS

BISEXUAL:

. A term used to distinguish men and women whose sexual/affectional identity can be shared with both the same and the opposite sex from heterosexuals and lesbians and gay men.

COMING OUT:

. Acknowledgement of lesbian or gay identity to oneself and others. Also may refer to first same-sex experience (Darty and Potter, 1984). The decision may not be whether one is going to be lesbian, gay, or bisexual, but rather whether one is going to acknowledge the existence of personal sexual feelings about people of the same gender. "Coming out" is a very complex and difficult process. It may take a long time for many lesbians, gay men and bisexuals to "choose" to accept their sexual orientation as a valid and normal lifestyle. Those who struggle with their sexual identity may suffer enormous anxiety, pain and anger as they work to rectify the inherent incongruence between societal messages of compulsory heterosexuality and their own feelings and preferences.

DE-GAYING:

. The act of removing, either deliberately or subtly, gay traits of any person, event or entity.

DYKE:

. Another term for lesbian. Usually considered a positive term if used playfully or affirmatively among lesbians, but a negative term if used by hostile people (Darty and Potter, 1984).

GAY:

. A term that can be used in reference to both lesbians and homosexual males. Although many lesbians consider 'gay' a male term, it remains the most frequent general term for female and male homosexuals (Darty and Potter, 1984).

HARASSMENT:

. Based on sexual orientation these verbal and/or physical attacks create a hostile environment disturbing or tormenting those individuals at whom they are directed. Harassment can be overtly violent or subtle.

HETEROSEXISM:

- . The belief that heterosexuality is better, more 'natural' or 'normal' than homosexuality. It can range from the overt and violent to the subtle (Sona Osman, 1983).
- . The view that heterosexuality is the 'norm' for all social/sexual relationships, and as such, the heterosexist imposes the model on all individuals through homophobia. S/he supports and/or advocates this continued institutionalization of heterosexuality in all aspects of society including legal and social discrimination against homosexuals and the denial of homosexual rights as a political concern (Cherrie Moraga, 1983).
- . A belief in the inherent superiority of heterosexuality and, therefore, its right to dominance (Lorde, 1983).

HOMOPHOBIA:

- . "That particular blend of fear, hatred, and dread that works to keep homosexuals as a hidden underclass of society, discriminated against, treated as deviants and sinners, as maliciously perverted, sick and abnormal" (Suzanne Pharr, 1983).
- . The fear of homosexuality in oneself or others.
- . "The fear of feelings of love for members of one's own sex, and therefore the hatred of those feelings in others" (Audre Lorde, 1978, 1984).
- . "A social illness characterized by the fear of being defined as, associated with, or mistakenly identified as a homosexual" (Naeemah Shabazz, 1979).
- . "The irrational fear, hatred, and intolerance of people who are gay, lesbian, or bisexual" (Suzanne Pharr, 1988).

HOMOSEXUAL, HOMOSEXUALITY:

- . A person, regardless of sex, who engages in, desires to engage in, or intends to engage in same-sex sexual acts.
- . The origin of this word is from the German physician Dr. Karoly Benkert (1869). Its original use was to distinguish a medically defined "perversion," namely lesbian and/or gay male behaviour. It has been used since then as a scientific means for the medical colonization of lesbian and gay people and so is an offensive term to most.
- . A parochial so-called medical term that is offensive to most gays and lesbians because it focuses on sexuality instead of a more all-encompassing idea such as discrimination in employment, legal protection, and access to resources against members of a particular group of people.

INSTITUTIONALIZED HETEROSEXISM:

- . Written and unwritten social behaviour which systematically makes it difficult for gays and lesbians to survive or obtain equal opportunities within institutions and consequently within society. This oppression is often difficult to change if one hasn't any support, either because

it is too ingrained within the structures of the institution or, in contrast, is so subtle that it is painful to confront.

. The systematic oppression of gays and lesbians through societal institutions; i.e. churches, schools, family, mass media, military, government, legal system, judicial system.

INTERNALIZED HOMOPHOBIA:

. Homophobia in a person who is gay or lesbian. That is, fearing and hating yourself and other lesbians and gays.

LESBIAN:

. "A woman whose primary erotic, psychological, emotional and social interest is in a member of her own sex, even though that interest may not be overtly expressed" (Del Martin and Phyllis Lyon, 1972, 1973).

. "The word 'lesbian' may not, in any case, be suitable (or comfortable) for black women, who surely would have begun their woman-bonding earlier than Sappho's residency on the Isle of Lesbos." (Alice Walker, 1981, 1983).

. "I, for one, identify a woman as a lesbian who says she is" (Cheryl Clarke, 1981).

LESBIANISM:

. An emotional and erotic commitment between women; women who choose their primary relationships with other women; it is also women working together, sharing experiences, intellectual pursuits, political goals, etc. Like heterosexuality, lesbianism should not be defined solely in terms of genital contact, nor should the sexual aspect be undermined. (Quoted from Lesbian Studies: A Vision, a report prepared by Carolyn Gammon - Concordia University Student for the ANEQ Forum Des Femmes De L'ANEQ, March 13-14-15, 1987 at Cegep Maisonneuve, Montreal).

LESBIAN-BAITING:

. A form of intimidating harassment, directed at women, which consists of taunts implying that a woman is a lesbian; or threats to expose a woman as a lesbian. This form of harassment is most often directed at feminists, or at women pursuing "non-traditional" fields of study or employment, and may be interpreted as an attempt to keep women excluded from traditionally male domains.

OUTING:

. The practice of publicly disclosing another person's homosexuality. Outing is a controversial practice. Some believe that a person's sexual orientation and the decision to be open about it is a private matter. Others believe that a lesbian, gay or bisexual person in a position to positively affect lesbians, gays and bisexuals has an obligation to do so. If they do not fulfil this obligation then they should be "outed" especially if that person, in his or her position, implicitly

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or explicitly condones discrimination against lesbians, gays and bisexuals. It is debated whether outing a person has any positive results for lesbians, gays and bisexuals.

QUEER:

. A traditionally derogatory term. In recent years it has been "reclaimed" by some members of the lesbian, gay and bisexual communities; i.e., by referring to themselves as 'queers', gay, lesbian and bisexual people have reduced the term's derogatory force. The significance of the term queer lies in its gender and sexual/affectational neutral status. The term also signifies a belief in the fluidity of sexuality, transcending what is seen as the socially constructed categories of sexual orientation.

SEXISM:

. Oppression of women by men. Can also lead to discrimination against gay men by straight men because they are "like women."

SEXUAL IDENTITY:

. One's sense of one's sexuality; that which differentiates homosexuals from heterosexuals (Darty and Potter, 1984).

SEXUAL MINORITY:

. Term used to generically describe those traditionally considered deviant in society, specifically including lesbians and gay men as well as bisexuals, transsexuals, transvestites and people who are celibate.

SEXUAL ORIENTATION:

. Term suggesting an individual is naturally inclined toward a particular sexual identity. Some experts say that orientations are set up in early childhood, while others would note that orientations may be quite open and flexible throughout the entire life cycle (Darty and Potter, 1984).

STRAIGHT:

. Another term for heterosexual.

TOLERANCE:

. Sympathy or indulgence for beliefs or practices differing from or conflicting with one's own.

TRANSSEXUAL:

. Individuals who are biologically of one sex, but who psychologically feel that they are of the other sex and so feel "trapped in the wrong kind of body." Transsexuals who are preparing for sex change surgery may be conspicuous as they try to become accustomed to wearing the clothing of the opposite sex and developing the appropriate mannerisms. Transsexuality is not

a sexual preference; i.e., it is not a matter of sexual attraction to another person. Instead transsexuality is a matter of self-identity or gender identity (Oregon Task Force on Sexual Orientation, 1977).

TRANVESTITE:

. People who obtain emotional or sexual satisfaction from dressing in the clothes of the opposite sex, although they wear the clothes which are considered socially appropriate for their own sex most of the time. It is believed by some authorities that most transvestites are actually heterosexual. They have no interest in bringing their cross-dressing to work with them. Transvestites are not interested in sex change surgery (Oregon Task force on Sexual Orientation, 1977).

APPENDIX 7.12

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